



Grade 8

Sample Released Questions with Annotated Student Responses

2004

This document represents the second phase of released sample questions from the Kentucky Core Content Test. While the first phase provided released questions, background, and general scoring information about the questions, this second phase includes more specific information to assist teachers in scoring student responses for the open-response questions and on-demand writing tasks.

Each open-response question, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that it addresses, as well as the scoring guide describing expectations for performance at each score point, are followed by actual student responses at the “4,” “3,” “2,” and “1” score points. Each student paper is accompanied by commentary explaining the rationale for the score given. Finally, ideas are presented for designing classroom activities that relate to the Core Content for Assessment.

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KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4	<ul style="list-style-type: none"> • You complete all important components of the question and communicate ideas clearly. • You demonstrate in-depth understanding of the relevant concepts and/or processes. • Where appropriate, you choose more efficient and/or sophisticated processes. • Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).
SCORE POINT 3	<ul style="list-style-type: none"> • You complete most important components of the question and communicate clearly. • You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.
SCORE POINT 2	<ul style="list-style-type: none"> • You complete some important components of the question and communicate those components clearly. • You demonstrate that there are gaps in your conceptual understanding.
SCORE POINT 1	<ul style="list-style-type: none"> • You show minimal understanding of the question. • You address only a small portion of the question.
SCORE POINT 0	<ul style="list-style-type: none"> • Your answer is totally incorrect or irrelevant.
BLANK	<ul style="list-style-type: none"> • You did not give any answer at all.



Grade 8 Mathematics

MATHEMATICS

Distance to the Door

Two small children were playing a game. The goal of the game was to be the first one to reach the door. The children started the game by standing 20 feet away from the door, and then they each took a turn to do the following:

- Child A moved **one half** the distance between herself and the door on each move.
 - Child B moved **one** foot toward the door on each move.
- a. How far was each child from the door after the **first** move?
 - b. After **four** moves, which child was closer to the door? Show your work.
 - c. Child A claimed that the game was unfair because she would never reach the door. Explain why her statement is correct or incorrect.

Academic Expectation: 2.7 “Students understand number concepts and use numbers appropriately and accurately.”

Core Content Code: 1.1.1 “Rational numbers (integers, fractions, decimals, percents).”

Core Content Code: 1.3.1 “How whole numbers, natural numbers, integers, fractions, decimals, percents, and irrational numbers (square roots and π only) relate to each other (e.g., convert between forms of rational numbers, compare, order).”

Distance to the Door

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 to 3.5 points.
2	Student scores 1.5 to 2.5 points.
1	Student scores .5 to 1 point. OR Student demonstrates minimal understanding (e.g., student gives correct answer for one of the children in part a; response to parts b and c are incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score points

Part a:

score 1 point correct answers for both children

Part b:

score 1 point correct answer with work shown

OR

score .5 point incorrect answer based on work that contains one calculation error

OR

correct answer, work not shown

Part c:

score 2 points clear explanation

OR

score 1 point incomplete or vague explanation

OR

work that demonstrates understanding

Note: A “4” response must include a choice for part b.

Correct Answers

Part a:

Child A—10 ft.

Child B—19 ft.

Part b:

Child A is closer

Distances

Work

Child A—1.25 ft.

A	10	5	2.5	1.25
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Child B—16 ft.

B	19	18	17	16
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Part c:

Student may correctly argue that her statement is correct or that her statement is incorrect:

Child A will never reach the door. Taking half of a number greater than zero will never result in zero (or an equivalent statement).

OR

Child A will reach the door. The distance will eventually become too small to measure and she will have to touch the door (or an equivalent statement).

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Two children are standing 20 feet from the door. If child A moves one half the distance between herself and the door, after the first move she will be 10 ft. away from the door. This is because half of 20 is 10. If child B moves 1 foot toward the door on each move, then after the first move, she/he will be 19 ft. from the door. This is because $20 - 1 = 19$.

After four moves, child A was closest to the door.

Move/Child A		Move/Child B	
1st	10 ft away	1st	19 ft away
2nd	5 ft away	2nd	18 ft away
3rd	2.5 ft away	3rd	17 ft away
4th	1.25 ft away	4th	16 ft away

Child A claimed that the game was unfair because she would never reach the door, and she was right because $1.25 \div 2 = 0.625$ and $0.625 \div 2 = 0.3125$ and so on. It never stops (ends) because none of the numbers can divide by 2 perfectly & equal zero.

Student correctly states the distance that both children will travel on their first move. (1 point)

Student correctly states that Child A will be closer to the door after four moves, and clearly shows work. (1 point)

Student provides a clear explanation supporting the idea that Child A will never reach the door. (2 points)

Total points: 4
Overall, the student demonstrates extensive understanding of the relationships between fractions and whole numbers. The student implements an appropriate strategy to solve the problem and provides a clear and concise explanation of the reasoning required to defend Child A's claim.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) Child A was 10 feet away from the door.
Child B was 19 feet away from the door.

(B) Child A

Chid B

moves	1st	2nd	3rd	4th	moves	1st	2nd	3rd	4th
feet	10	5	$2\frac{1}{2}$	$1\frac{1}{4}$	feet	19	18	17	16

(C) It is correct because she will always be half the distance of the door, but over time Child B will reach the door.

I use to play a game similar to this. It was called Red light green light but the difference was there were no set distance you could go.

Student correctly states the distance that both children will travel on their first move. (1 point)

Student correctly shows that Child A will be closer to the door after four moves, and clearly shows work. (1 point)

Student provides a general explanation supporting the idea that Child A will never reach the door. (1 point)

Total points: 3

Overall, the student demonstrates a general understanding of the relationships between fractions and whole numbers. The student implements an appropriate strategy to solve the problem and provides a general explanation defending Child A's claim. The explanation would have been clearer if the student had more explicitly explained why "she will always be halfway to the door" (i.e., the distance will get smaller but dividing the distance in half will not ever come out to zero).

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Both children started at a distance of 20 ft. from the door, after the first move Child A was 10 ft. from the door, and Child B was 19 ft. from the door.

B. After four moves Child A was closer to the door because she was only 1.25 ft. from the door. To prove this I created the following chart.

Child A

Step 1 = $\frac{1}{2}$ of 20 ft = 10 ft.

Step 2 = $\frac{1}{2}$ of 10 ft. = 5 ft

Step 3 = $\frac{1}{2}$ of 5 ft. = 2.5 ft

Step 4 = $\frac{1}{2}$ of 2.5 ft. = 1.25 ft.

Child B

Step 1 = 20 ft - 1 ft = 19 ft

Step 2 = 19 ft - 1 ft = 18 ft

Step 3 = 18 ft - 1 ft = 17 ft

Step 4 = 17 ft - 1 ft = 16 ft.

C. Child A's statement is incorrect because she is taking larger steps than Child B, thus she will not only reach the door, but she will get to the door first.

Student correctly states the distance that both children will travel on their first move.
(1 point)

Student correctly states that Child A will be closer to the door after four moves, and clearly shows work. (1 point)

Student incorrectly states that Child A will reach the door first "because she is taking larger steps than Child B." In truth, the next step taken by Child A will be smaller than the step taken by Child B. (0 points)

Total points: 2
Overall, the student demonstrates a limited understanding of the relationships between fractions and whole numbers. The student implements an appropriate strategy to solve the problem. However, the student's explanation reflects a lack of understanding.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A Child a was only 10 Ft away

Child B was 19 Ft away

B Child a was 0.625 of a foot & Child B was 15 Ft away

C Child A statment was untrue She would only be moving thousanth of an inch but she still would be moving

Student correctly states the distance that both children will travel on their first move. (1 point)

Student shows incorrect distances the children will have traveled after four moves (actually giving the distance after 5 moves) and does not show work. (0 points)

Student's explanation is incorrect. (0 points)

Total points: 1

Overall, the student demonstrates minimal understanding of the problem presented, although the student does give correct answers for each child after the first move. It appears that the student applied an appropriate procedure to determine which child would be closer after four moves, but without giving correct answers or showing work, a point could not be given for part b. For part c, the student states that Child A is incorrect (i.e., she would reach the door), but then gives an explanation that does not support this statement (i.e., the student never states that the child will, in fact, reach the door).

Instructional Strategies

The open-response item *Distance to the Door* was designed to assess students' ability to (1) use rational numbers, and (2) understand how various forms of numbers relate to each other. The instructional strategies below present ideas for helping students explore and master these concepts.

Use concrete and representational models to review the concept of multiplying by a fraction and/or dividing by a constant factor.

Review operations with fractions, specifically multiplication.

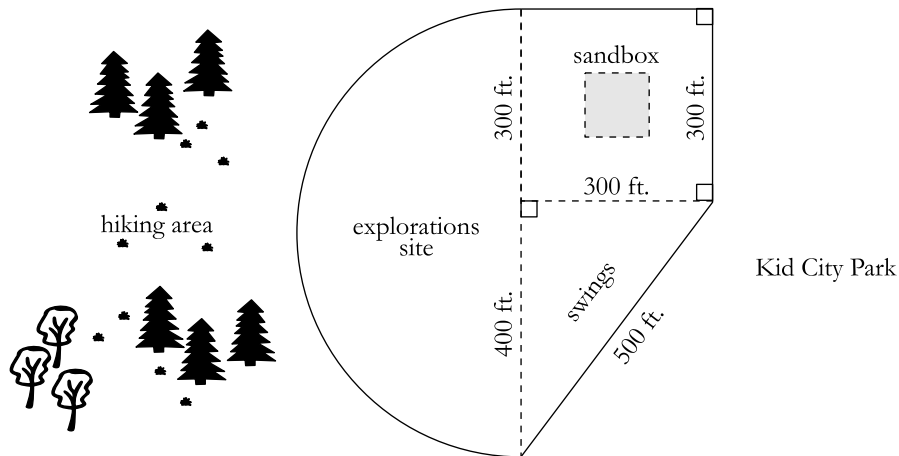
Model strategies for explaining mathematical work to others.

Model the process of repeatedly finding half of a number and relate this to repeatedly finding half of a distance.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Using concrete models (e.g., groups of objects), practice multiplying fractions.
- Physically follow the directions for “Distance to the Door” and keep track of their distance. Graph the results obtained on a number line or using ordered pairs. A TI-73 could be used to enter the number of the move in List 1 and the results for each student in Lists 2 and 3, then graph both sets of data and compare the two graphs.
- Practice writing mathematical explanations in a math journal.
- From looking at the scoring guide, students also need to be able to relate fractions and decimals, and practice performing similar operations in both modes and interchanging the modes.
- Participate in interactive Internet lessons found through the Marco Polo portal (www.mped.org) at the NCTM Illuminations web site (<http://standards.nctm.org/document/eexamples/chap6/6.1/index.htm>). These lessons look at the results of multiplying by a common factor greater than 1 or less than 1.

Kid City Park



The Kid City Recreation Committee plans to put a fence around a playground area in Kid City Park. The solid line in the diagram above outlines the sections in the park that the committee wants to surround with a fence.

Information about fencing prices is shown below:

FENCE-ALL COMPANY
Fencing - \$.30 per foot

ACME FENCE COMPANY
Fencing - \$.32 per foot
Orders totaling \$500 or more will receive a 10% discount.

- How much fencing will the committee need to buy? Show your work.
- Based on the information above, determine which fencing company offers the best deal for this project. Explain your reasoning and show all your work.

Academic Expectation: 2.8 “Students understand various mathematical procedures and use them appropriately and accurately.”

Core Content Code: 2.2.5 “Use formulas to find area and perimeter of triangles and quadrilaterals, area and circumference of circles, and surface area and volume of rectangular prisms.”

Academic Expectation: 2.10 “Students understand measurement concepts and use measurements appropriately and accurately.”

Core Content Code: 1.2.1 “Add, subtract, multiply and divide rational numbers (fractions, decimals, percents, integers) to solve problems.”

Kid City Park

Scoring Guide

SCORE	DESCRIPTION
4	Student gives correct amount of fencing needed and shows work. Student determines that ACME Fence Company offers the best deal. Student clearly explains reasoning and shows all work, including a comparison of the two companies.
3	Student gives correct amount of fencing needed and shows work. Student determines that ACME Fence Company offers the best deal. Student generally explains reasoning and shows some work, but some work is missing. OR Student gives incorrect amount of fencing needed due to calculation error. Student determines that ACME Fence Company offers the best deal. Student generally explains reasoning and shows work.
2	Student gives incorrect amount of fencing needed due to calculation error. Student determines that ACME Fence Company offers the best deal. Student explains reasoning or shows work. OR Student gives correct amount of fencing needed and shows work. Response to part b is incorrect due to a procedural error. Response may include a calculation error. OR Student gives incorrect amount of fencing needed due to procedural error. Student finds correct corresponding costs for the companies and chooses the better deal. May include a calculation error.
1	Student demonstrates minimal understanding (e.g., student states that ACME Fence Company offers the best deal with minimal support).
0	Student names ACME Fence Company with no work shown. OR Student's response is totally incorrect or irrelevant.
Blank	No student response.

Correct answers

Part a:

The committee will need 2,199 feet of fencing.

- Sandbox area (square with equal sides of 300 feet) = 600 feet of fencing needed for perimeter of sandbox area
- Explorations area (semicircular region) $c = 3.14 \times 700$ feet = 2,198 feet around complete circle $2,198 \div 2 = 1,099$ feet of fencing needed for explorations area
- $600 + 1,099 + 500 = 2,199$ feet of fencing needed

Part b:

Acme Fence Company offers the best deal for this project.

Fence-All Company

$$2,199 \times \$0.30 = \$659.70$$

ACME

$$2,199 \times \$0.32 = \$703.68 - \$70.37 = \$633.31$$
$$\text{or } 704 - 70.40 = \$633.60$$

Note: Students who use $22/7$ or 3.1416 will have total figures of \$660.00 or \$659.88 for Fence-All and \$633.60 or \$633.48 for ACME respectively.
($\pi = 3.1415926536\dots$)

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a) The committee will need 2,199 ft of fencing. I figured this out by realizing that I could figure the perimeter of the curved part by finding the circumference of a circle with a 700 ft diameter and dividing it by two, because the measured straight side of the play area is 700 ft:

$$r=350$$

$$2\pi \cdot 350 = 2,198$$

$$2198 \div 2 = 1099$$

Then I added all the sides of the play area:

$$\begin{array}{r} 1099 \\ 300 \\ 300 \\ 500 \\ \hline 2199 \text{ ft} \end{array}$$

The entire perimeter is 2199 ft, so the company will have to buy 2199 ft of fencing.

Student gives correct amount of fencing required for the perimeter of the park and shows work.

Continued on the next page. 

Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

b) Based on the information above, the Acme Fence company offers the best deal because their bid is \$633.31, where Fence-All Company is \$659.70. I figured these by multiplying the play area's perimeter by each company's per foot price:

Acme (offer 10% discount on orders \$500+)

$$\begin{array}{r} 2199 \quad 703.68 \\ \times \quad \$.32 \quad - 70.37 \\ \hline 4398 \quad \$633.31 \\ 65970 \\ \hline \$703.68 \\ \times \quad .1 \\ \hline \$70.368 \end{array}$$

Acme's original bid was higher, but the 10% discount lowered the price by \$70.37, and then their bid was lower.

$$\begin{array}{r} \text{Fence-All} \\ 2199 \\ \times \quad \$.30 \\ \hline \$659.70 \end{array}$$

Student correctly determines that Acme Fence Company offers the best deal.

Student clearly explains why Acme offers a better deal and shows all work, including a comparison of the two companies.

Overall, the student demonstrates a strong ability to use formulas to find the circumference of circles and the perimeter of squares (rectangles) and triangles and to use mathematical reasoning to solve a practical problem. The student clearly and correctly responds to all parts of the question.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a You first need to find the perimeter of the dotted lined areas:

$$\begin{array}{r} (300 + 300) + 500 + \frac{(2\pi \cdot 350)}{2} \\ 600 + 500 + 1099 \\ 2199 \text{ ft} \end{array}$$

They need to buy 2199 feet of fencing.

b. The Fence-All Company would charge \$659.70 for the fencing (.30 x 2199)

The Acme Fence Company would charge \$703.68 (2199 x 0.32), but they would get a 10% discount so:

\$703.68	\$703.86
x .10	- 70.37
<hr/>	<hr/>
\$70.37	\$633.49

So the Acme Fence Company would be the best deal.

Student gives correct amount of fencing required for the perimeter of the park and shows work.

Student explains why Acme offers a better deal and shows all work, including a minor error in transposing in the final step, which results in a wrong answer.

Overall, the student demonstrates a general ability to use formulas to find the circumference of circles and the perimeter of squares (rectangles) and triangles and to use mathematical reasoning to solve a practical problem. The student correctly responds to all parts of the question with the exception of a minor error in calculating the amount that Acme Fence Company would charge.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

First I added $300\text{ ft} + 300\text{ ft}$ to get 600. Then I figured out that the radius of the circle was 350. Then I had to get the circumference by multiplying $2 \cdot \pi \cdot 350$ to get 2198 then divided by 2 and got 1099. Then I used the hypotenuse to get 500

The Acme Fence Company is the best company.

$2199 \cdot .32 = 703.68$ with a 10% discount it is 70.368.

Student shows correct work except for adding up the sections of fence to get the total amount needed for the perimeter of the park (correct amount of fencing needed is given later in the response).

Student correctly determines that Acme Fence Company offers the best deal.

Student shows some of work required to determine that Acme offers the better deal.

Overall, the student demonstrates a limited ability to use formulas to find the circumference of circles and the perimeter of squares (rectangles) and triangles and to use mathematical reasoning to solve a practical problem. The student correctly but only partially responds to the question. Student does not clearly show how the total amount of fencing needed for the perimeter of the park would be calculated. Also, the student does not calculate the total amounts that Acme and Fence-All would charge so as to

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a.)

300	400	700
+ 500	+ 300	+ 700
<hr/>	<hr/>	<hr/>
700	700	1400ft.

They will need to buy 1400 ft. of fence to go around the park.

b.) FENCE-ALL COMPANY

$$1400\text{ft.} \times \$0.30 = \$420.00$$

ACME FENCE COMPANY

$$1400\text{ft.} \times \$0.32 = \$448.00$$

The Fence-All Company provides the best deal for this project. The Acme Fence Company does provide a 10% discount, but only for a price of \$500.00 or more. With Acme you only spent \$448.00 so you don't get the discount. With Fence-All Company, it's only \$420.00 and it's the best one.

Student gives incorrect amount of fencing required for the perimeter of the park and does not show correct work.

Student correctly chooses Fence-All as offering a lower price, based on the incorrect amount from work given in part a.

Overall, the student demonstrates minimal ability to use formulas to find the circumference of circles and the perimeter of squares (rectangles) and triangles and limited ability to use mathematical reasoning to solve a practical problem.

Instructional Strategies

The open-response item *Kid City Park* was designed to assess students' ability to (1) use formulas to find the perimeter of triangles, squares, and semicircles and (2) determine and compare prices based on the perimeter, using two different pricing scenarios. The instructional strategies below present ideas for helping students explore and master these concepts.

Using concrete and representational models (e.g., geoboards, dot/graph paper), review the concept of perimeter and circumference.

Apply, using a reference sheet with in-class assessments or activities, the formulas used to determine the perimeter of a variety (separate and connected) of two-dimensional shapes.

Apply correct labeling for perimeter and circumference of two-dimensional shapes. Make labeling figures and answers in units a part of the normal routine of working problems and exercises.

Apply methods used to determine percent.

Apply the concept of multiplying by a decimal (unit price) to determine monetary amounts (total price).

Apply problem-solving strategies.

Model strategies for communicating mathematical thinking/reasoning.

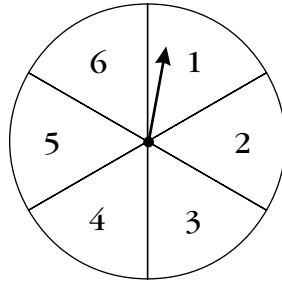
Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Using concrete models (e.g., geoboards, dot/graph paper), practice calculating perimeters of a variety of shapes, especially when aspects of the needed dimensions are not readily apparent, such as the diameter of the circle in the figure associated with the released item.
- Using formulas and a calculator, practice calculating areas of a variety of shapes.
- Practice calculating prices based on unit prices.

- Practice writing mathematical explanations in a mathematics journal, and/or assessment items.
- Use interactive geometry software to create various figures composed of various shapes and use the measuring tools to verify perimeter or circumference.
- Use Internet lessons found through the Marco Polo portal (www.mped.org) at the NCTM Illuminations website (<http://standards.nctm.org/document/eexamples/chap6/6.3/index.htm> or <http://illuminations.nctm.org/lessonplans/6-8/linking/index.htm>).

Spinners

The spinner below is divided into six equal sections and each section is marked with a number from 1 to 6.



The spinner was spun 30 times. The total number of times the spinner landed on each number is shown in the table below.

Number on Spinner	Frequency
1	7
2	5
3	0
4	4
5	8
6	6

- The probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times **should** each number occur in 30 spins?
- Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.
- If the spinner were spun 300 **more times**, how would the frequency of the results be affected?

Academic Expectation: 2.13 “Students understand and appropriately use statistics and probability.”

Core Content Code: 3.2.4 “Calculate theoretical probabilities and tabulate experimental results from simulations.”

Core Content Code: 3.2.5 “Make predictions and draw conclusions from statistical data and probability experiments.”

Spinners

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 to 3.5 points.
2	Student scores 2 to 2.5 points.
1	Student scores .5 to 1.5 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

score 1 point correct answer

OR

score .5 point correct answer but support, if provided, is less than correct

Part b:

score 2 points complete explanation

OR

score 1 point incomplete or vague explanation

Part c:

score 1 point correct answer

OR

answer based on 300 spins (not 330)

OR

score .5 point incomplete answer

Correct Answers

Part a: 5 or $\frac{5}{30}$ or “about 5” or “at least 5”

Part b: The answer to part a is based on the theoretical probability, which is what should happen. The results in the table are what actually happened in an experiment. They will give the experimental probability.

Note for part b: A vague explanation might mention only that one is experimental and one is theoretical without saying which is which.

Part c: The frequency would be closer to the theoretical frequency.

OR

The results would be closer to 55 for each number (if they use 330 spins).

OR

The results would be closer to 50 for each number (if they use 300 spins).

OR

The results would be 10–11 times higher than the theoretical frequencies.

Notes for part c:

- An incomplete answer might state only that the frequency would go up.
- An answer of 50 with an incorrect explanation scores 0 points.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A.) Each number should occur 5 times in 30 spins.

B.) My answer was different because mine was a prediction and the results is what happened for real. and the spinner could land on it more or less than what the probability is each number $\frac{1}{6}$ time.

C.) If I was spened 300 more times then it would be $\frac{50}{300}$ chance of time that each number would get landed on 50 times with the prability of 50 of 300 landing on each number 1, 2, 3, 4, 5, and 6, 50 times but it could be more or less that that numnumber gets landed on.

Student correctly states that each number should theoretically occur 5 times in 30 spins. (1 point)

Student provides a complete explanation why the theoretical probability and the experimental results are different. (2 points)

Student correctly explains how frequency results would be affected if the spinner were spun 300 more times. (1 point)

Total points: 4
Overall, the student demonstrates an appropriate understanding of the concept of probability and an ability to apply mathematical reasoning to make predictions in a probability simulation. The response is clear and complete for all parts of the question.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A) 5 times because $30 \div 5 = 6$.
- B) Because the answer in part A is what should happen which is called theoretical probability, but what did happen was different it was in experimental probability and when we experimented with those numbers is was different then what we thought.
- C) The frequency would increase.

Student correctly states that each number should theoretically occur 5 times in 30 spins. (1 point)

Student provides a complete explanation why the theoretical probability and the experimental results are different. (2 points)

Response to part c is incomplete. (.5 points)

Total points: 3.5

Overall, the student demonstrates a general understanding of the concept of probability and some ability to apply mathematical reasoning to make predictions in a probability simulation. The student explains why theoretical probability is different from experimental results but does not completely explain how increasing the number of spins would affect the frequency of results.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A. Each number should occure 5 times.
- B. It is different because its based on Theoretically probability. When actully doing an expierment you might spin to fast or slow. When guessing you think there might be no problems.
- C. If spun 300 times the results would change to higher numbers. The numbers would come up more frequently.

Student correctly states that each number should theoretically occur 5 times in 30 spins. (1 point)

Student provides a vague explanation for why the theoretical probability and the experimental results are different. (1 point)

Response to part c is incomplete. (.5 points)

Total points: 2.5
Overall, the student demonstrates a limited understanding of the concept of probability and limited ability to apply mathematical reasoning to make predictions in a probability simulation. The student correctly determines the theoretical probability of the experiment presented in part a, but gives only a vague explanation for why theoretical probability is different from experimental results and does not completely explain how increasing the number of spins would affect the frequency of results.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A- The probability should show a frequency of 5 times each.

B- The numbers aren't exact due to not very many people could recieve the exact probability. Also differnt people spin the spinners differnt ways, so if the person changed so could the frequency.

C- The more spins the higher the frequency will be. The more spins the better the chances of recieving a certain number. Also the probability would increase.

Student correctly states that each number should theoretically occur 5 times in 30 spins. (1 point)

Explanation for why the theoretical probability and the experimental results are different is incorrect. (0 points)

Response to part c is only partially correct. (.5 points)

Total points: 1.5

Overall, the student demonstrates minimal understanding of the concept of probability and minimal ability to apply mathematical reasoning to make predictions in a probability simulation. The student correctly determines theoretical probability of the experiment presented in part a, but provides an incorrect reason why theoretical probability is different from experimental results. The explanation for how increasing the number of spins would affect the frequency of results is only partially correct.

Instructional Strategies

The open-response item *Spinners* was designed to assess students' ability to (1) calculate and compare experimental and theoretical probabilities and (2) make a prediction based on the results of a probability simulation. The instructional strategies below present ideas for helping students explore and master these concepts.

Apply methods for calculating theoretical and experimental probabilities.

Show relationships between circle area and ratios as part of the concept of probability.

Model strategies for explaining mathematical work to others.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Discuss and write about the differences in theoretical and experimental probabilities.
- Calculate theoretical probability of a variety of outcomes.
- Conduct probability simulations and record the results in a table. Use the results to calculate experimental probabilities.
- Use data from simulations to draw conclusions.
- Use data from simulations to make predictions.
- Use the TI-73 calculator, which has some excellent probability simulators built in, to speed up simulation results so that students, after first experiencing hands-on simulations with number cubes, spinners, etc., could then enhance their knowledge through quickly completing simulations and gain more experience in interpreting results.
- Explore Internet lessons found through the Marco Polo portal (www.mped.org) at the NCTM Illuminations web site, such as a lesson using box models to explore the differences between theoretical and experimental probability (<http://illuminations.nctm.org/imath/6-8/BoxModel/index.htm>).



Grade 8

Social Studies

SOCIAL STUDIES

Producing a Yearbook

Imagine that you are the head of the yearbook club at your school. This year the club plans to produce and sell a traditional print yearbook, a CD-ROM yearbook, or a video yearbook. The club wants to make as much money as possible.

Keeping in mind that your club wants to make a profit, discuss the **types of information** you will need to help you decide each of the following:

- what kind of yearbook to make
- how to produce the kind of yearbook you decide to make
- how many yearbooks to make
- how much to charge for each yearbook

Academic Expectation: 2.18 “Students understand economic principles and are able to make economic decisions that have consequences in daily living.”

Core Content Code: 3.4.1 “The basic economic issues addressed by producers are production, distribution, and consumption of goods and services.”

Producing a Yearbook

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly discusses the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge.
3	Student generally discusses the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge.
2	Student discusses in a limited way the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge. OR Student generally discusses the type of information required to make some but not all of these decisions.
1	Student demonstrates minimal understanding (e.g., student offers possible solutions to the questions listed without discussing the types of information required).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of types of information needed to decide what kind of yearbook to make:

- Type of yearbook produced last year and sales results
- Student preferences for type of yearbook
- Costs involved in producing different types of yearbooks
- Production equipment, facilities, and expertise required for different types of yearbooks

Examples of types of information needed to decide how to produce the yearbook:

- Where to find publisher, production equipment, facilities, and expertise
- How much time is needed for different parts of the production process
- What jobs/tasks are involved in producing this kind of yearbook
- How many people will be needed to do the work
- How to schedule the work to meet production deadlines

Examples of types of information needed to decide how many yearbooks to make:

- Total number of students in the school
- How many students bought yearbooks last year
- Number of students who plan to buy a yearbook this year
- Minimum order required by publisher/producer

Examples of types of information needed to decide how much to charge for each yearbook:

- Cost of last year's yearbook and sales results
- How much students say they are willing to pay for a yearbook
- Materials cost per yearbook
- Potential for finding sponsors willing to put up some of the costs
- Production costs per yearbook
- Desired profit per yearbook

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

For myself to know what kind of yearbook to make, I will need to know what everyone else would like to have. I would have a vote on it. I will need to find out how much it will cost, also how much I'm willing to spend and put time in it. So I will need to make a schedule. Which yearbook is most exciting, cheaper, and different. Because teenagers like to be different. I would also need to know what I am wanting to put in the yearbook to see which is more useful for it.


To produce the kind of yearbook I decide to make I will need to know equipment to use, where to get it, and much it will cost. I will also need to set a budget so I can make money and not lose it.

To find out how many yearbooks I need to make, before I made them I would go ahead and let people order first. Give a price and start selling. After everyone has bought ahead I would make a bunch extra in case. Or I will check into how they did it last year.

Student clearly discusses the type of information required to determine what kind of yearbook to make (i.e., cost, time, consumer preference).

Student clearly discusses the type of information required to determine how to produce the yearbook (i.e., source of equipment, cost of equipment, budget).

Student clearly discusses the type of information required to determine how many yearbooks to produce (i.e., pre-order, add to number of pre-orders, see how many sold last year).

Continued on the next page. 

Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

To find out how much to charge, I would look into it. If I make a cd-rom or a video yearbook I would need to know how long it is, how many people **is** buying, and how much I invested in it. So I could double it a little to make more money **then** what I put in to it. If I picked the print yearbook I would see how much money was invested and do the same thing.

Student clearly discusses the type of information required to determine how much to charge for each yearbook (i.e., how long it is, cost to produce, budget from last year).

Overall, the student demonstrates broad knowledge of the economic principles involved in producing and selling school yearbooks. The student clearly discusses different types of information required when planning a yearbook. For each decision to be made, the student identifies two or three pieces of information that would be needed. The profit factor is clearly taken into account, and the ideas presented are logical and specific.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

We would have to know who wants what kind of yearbook and whichever one more people wants is the one we should sell.

We would have to know what yearbook companys would make the yearbooks and if the school will pay the company.

The yearbook committee and I would need to know how many people are planning to buy yearbooks and and some extras to the number.

We should ask the company how much each yearbook costs to make and if it costs \$10 to make charge \$15 so we profit \$5 dollars for each yearbook.

Student generally discusses the type of information required to determine what kind of yearbook to make (i.e., consumer preference).

Student generally discusses the type of information required to determine how to produce the yearbook (i.e., identify companies that make them, find out about budget from school).

Student generally discusses the type of information required to determine how many yearbooks to make (i.e., print the number that people are planning to buy, plus extras).

Student generally discusses the type of information required to determine what prices to charge (i.e., cost plus profit).

Overall, the student demonstrates general knowledge of the economic principles involved in producing and selling school yearbooks. The student discusses some general information required when planning a yearbook. For each decision to be made, the student identifies only one type of information that would be needed. The student acknowledges the profit factor, but many of the ideas presented lack specificity.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- The type of yearbook to make is one with lots of pictures and articles telling the highlights of the schoolyear.
- To produce the yearbooks we will need sponsors to give money to make them
- As orders come in that how many we make.
- It depends of how much it cost to make it.

Student discusses in a limited way what kind of yearbook to make (i.e., yearbook with pictures and articles).

Student discusses in a limited way the information required to determine how to produce the yearbook (i.e., sponsors).

Student discusses in a limited way the information required to determine how many to make (i.e., make as many as there are orders).

Student discusses in a limited way the information required to determine what price to charge (i.e., depends on cost of production).

Overall, the student demonstrates basic knowledge of the economic principles involved in producing and selling school yearbooks. The student identifies very vague types of information that would be needed to plan the yearbook. The profit factor is not acknowledged in this response.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

I would make a traditional yearbook. In this yearbook I would put pictures of all of the kids at school. I would make about 600 prints. I would charge people \$10 a piece for one.

Student discusses in a limited way what kind of yearbook to make, how many to make, and how much to charge.

Overall, the student demonstrates minimal knowledge of the economic principles involved in producing and selling school yearbooks. The student does not discuss any information that would be required to plan a yearbook, but does make some of the decisions that are listed in the question. Because the response is neither totally incorrect nor totally irrelevant, it is scored a "1".

Instructional Strategies

The open-response question *Producing a Yearbook* was designed to assess students' (1) understanding of economic principles related to making a profit and (2) ability to identify information needed to make intelligent decisions about producing and selling a product. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create a chart comparing how economic decisions regarding production, distribution, and consumption are made in a traditional economy, a command economy, and a market economy.
- Research the careers of early American entrepreneurs (e.g., Ben Franklin, Samuel Slater, Eli Whitney, James Lowell). Then hold a panel discussion in which students taking on these roles discuss how they made the key economic decisions that launched their business careers.
- Invite local producers of goods or services to class to discuss how they make basic economic decisions regarding production, pricing, and distribution.
- Examine how economic decisions were made in one or more ancient cultures. Then write a business plan for a new enterprise using the resources and technology available at that time that describes production, distribution, and consumption of goods and services.
- Compare how goods were produced, distributed, and consumed in colonial America to today.
- Stage a debate between a member of a medieval guild and an early American factory owner on how to determine what to produce and at what price.
- Develop a fund-raising plan for a community or school service project that addresses the questions of what to sell, at what price, and how to reach customers.
- Create a timeline of inventions and innovations that have changed how goods are produced, distributed, and consumed over time.

New Student

A new student has entered your school. The new student comes from another country and speaks very little English.

- a. Identify and describe **three** activities you could do with the new student to help him or her adjust to your community.
- b. Explain how **each** of the activities you identified in **part a** would help the student feel more comfortable living in your community.

Academic Expectation: 2.17 “Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.”

Core Content Code: 2.3.1 “Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).”

Core Content Code: 2.4.2 “Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.”

New Student

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies and clearly describes three activities that could help a new student adjust to the community. Student clearly explains how each activity would help a new student feel more comfortable living in the community.
3	Student identifies and generally describes three activities that could help a new student adjust to the community. Student generally explains how each activity would help a new student feel more comfortable living in the community. OR Student identifies and clearly describes two activities that could help a new student adjust to the community. Student clearly explains how each activity would help a new student feel more comfortable living in the community.
2	Student lists three activities that could help a new student adjust to the community. Student explains in limited terms how these activities would help a new student feel more comfortable living in the community. OR Student identifies and describes in limited terms two activities that could help a new student adjust to the community. Student explains in limited terms how each activity would help a new student feel more comfortable living in the community. OR Student identifies and generally describes one activity that could help a new student adjust to the community. Student generally explains how that activity would help a new student feel more comfortable living in the community.
1	Student demonstrates minimal understanding (e.g., student lists one or more activities that could help a new student adjust to the community with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of activities:

- Include new student in some activity (e.g., playing a sport)
- Show new student a community resource (e.g., trip to the mall, zoo)
- Introduce the new student to friends
- Help the new student learn English
- Explain local customs to new student
- Invite new student home to meet family
- Study or do homework with the new student

Examples of explanations:

- Help student find things he or she might need
- Help student make new friends, deal with feeling lonely
- Help student do better in school
- Help student communicate better with Americans
- Help student understand Americans better
- Help student take advantage of community resources, opportunities

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

(A) One activity I could do is to show them around the community, I could take them to places **were** they might like to go like fast food places, Library, Wal-Mart, Entertainment Express. I could **Also** show them around school and help them find their classes and wherever they need to go. Another thing I could do is to play sports with them and see if they already know some like basketball, baseball, soccer, football, or tennis and see if they wanted to try out for a team. A 3rd thing I could do is to be their friend. Help them when they need it. Go places and do things with him/her.

(B) Showing them around places would help them feel comfortable because then they would know where things are and they wouldn't have to feel embarrassed to ask. Playing sports could help because if they made a team they might make friends and that would be good. Being their friend would help because I know how it feels to be the new kid and not know anyone. When I moved here I knew no one and I felt lonley. So that might help them feel better to know **someones** there.

Student identifies and clearly describes three activities (e.g., show them around, play sports, befriend them) that could help a new student adjust to the community.

Student clearly explains how showing the new student around would help a new student feel more comfortable (i.e., they would know where things are and wouldn't have to ask).

Student clearly explains how playing sports would help a new student feel more comfortable (i.e., they could make the team and make friends).

Student clearly explains how being a friend would help a new student feel more comfortable (i.e., they wouldn't be lonely).

Overall, the student demonstrates broad knowledge of how various human needs are met (i.e., through interaction) and a strong understanding of the types of interaction that would help a new student from another country adjust to a new community. The student responds fully to the question, providing specific activities one could do with a new student and specific ways each activity would help the student feel comfortable.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Foreign exchange students are very important to our country I think, because they bring in new culture and change. For example they've brought many things over the past few years such as clothing, music, food, and religion. We need to get involved with these students to help them fit in. Some ways we could do this would be to first of all just be nice to them and show them around school. Also another way to help them would to try and teach them some English or try to learn their language. Also you could try explaining or helping them on their homework just trying to understand how hard it is for them on this move to a foreign place. B.) These activities should help the student in many ways. Such as being nice to them to help them feel like they fit in, and also by helping them know the place and community better they will feel more at home. Also by doing all these things to help the foreign exchange student through their change you are having a good learning experience about another culture.

Student identifies and generally describes three activities (i.e., be nice to them and show them around school, help them learn English, help them with their homework) that could help a new student adjust to the community.

Student generally explains how each activity would help the student feel comfortable living in the community (i.e., they will feel like they fit in, they will feel at home, it will help them through their change).

Overall, the student demonstrates general knowledge of how various human needs are met (i.e., through interaction) and a basic understanding of the types of interaction that would help a new student from another country adjust to a new community. The student responds to all parts of the question, providing general activities one could do with a new student and general ways each activity would help the student feel comfortable.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) Find out what they call certain thing over there and then tell him what we call it over here, Playing American sports, and teaching your knowledge.
(B.) He'd know how to play sport when some one asks him to play, he'd know what to call things over that have totaly different meanings, and last he'd know a little bit more about English if you taught him.

Student identifies and provides a limited description of three activities (i.e., teach him words in English, play sports, teach your knowledge) that could help a new student adjust to the community.

Student explains in a limited way how each activity could help the student adjust to the community (i.e., he'd know how to play, what to call things, more about English).

Overall, the student demonstrates basic knowledge of how various human needs are met (i.e., through interaction) and a basic understanding of the types of interaction that would help a new student from another country adjust to a new community. The student responds to all parts of the question, providing limited activities one could do with a new student and limited explanation for how each activity would help the student feel comfortable.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Help them and show them around. Help them do stuff on work that they dont under stand. Help them speake a little beat more english then they all ready know. Help them find were they are going.

Student identifies and provides a limited description of three activities that could help a new student adjust to the community (i.e., help them on stuff they don't understand, help them find where they're going, help them speak more English).

Overall, the student demonstrates minimal knowledge of how various human needs are met (i.e., through interaction) and limited understanding of the types of interaction that would help a new student from another country adjust to a new community. The student answers part a only, providing no explanation for how the activities would help the student feel comfortable.

Instructional Strategies

The open-response question *New Student* was designed to assess students' (1) understanding of the human need for positive social interaction when adjusting to a new culture and (2) ability to identify activities for welcoming a student from another culture. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a person who teaches English as a second language to class to discuss common problems and misunderstandings of people who have come to the United States and are learning English.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Develop a class plan for welcoming new students to the school and community as a community service project.
- Read primary source accounts of immigrants who have come to the United States and had to adjust to a new culture.
- Conduct oral history interviews with family members or friends who have spent time in countries where they were unfamiliar with the language or culture about their experiences.
- Role-play historic encounters between people of different languages and cultures (e.g., Crusaders and Muslims meeting in the Holy Land, Columbus and his crew meeting the Taino Indians, Lewis and Clark encountering western Indian tribes).
- Write a time-travel journal entry about entering an ancient culture. Describe what you see, whom you meet, and how their culture differs from your own.
- Study the Know-Nothing Party and report on its attitudes toward immigration in the 1840s.
- Create a phrase book for cultures studied throughout the year (or represented in the school and community) with common terms such as *hello*, *thank you*, and *please*.

America's Diversity

Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America's diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.

- a. Identify **one** contribution to American life made by **each** of the three groups listed below:
 - Native Americans
 - African Americans
 - European Americans (Spanish, English, German, Irish, etc.)
- b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

Academic Expectation: 2.20 “Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.”

Core Content Code: 5.2.1 “America’s diverse society began with the ‘great convergence’ of European, African, and Native American people beginning in the late 15th century.”

America's Diversity

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies one contribution to American life made by each of the three groups listed. Student clearly explains why these contributions are still important today, using specific examples to support the answer.
3	Student identifies one contribution to American life made by each of the three groups listed. Student generally explains why these contributions are still important today. OR Student identifies one contribution made by two of the groups listed. Student clearly explains why the contributions are still important today, using specific examples to support the answer.
2	Student identifies one contribution to American life made by each of the three groups listed. Student provides a limited explanation of why these contributions are still important today. OR Student identifies one contribution made by one or two of the groups listed. Student generally explains why each contribution is still important today.
1	Student demonstrates minimal understanding (e.g., student identifies one contribution made by one or two of the groups listed and provides a limited explanation of its importance).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of contributions from Native Americans:

- Farming and foods—corn, beans, cacao, potato, vanilla
- Transportation—canoe, kayak
- Recreation—ball games, powwows
- Architecture—pueblo-style homes, tepees
- Religion/values—respect for nature, earth as mother, love and respect for animals
- Folklore/literature—stories, legends, myths
- Crafts/arts—pottery, Kachina dolls, clothing, paintings, sculpture, jewelry
- Government—idea of federation from Iroquois federation

Examples of contributions from African Americans:

- Foods—soul foods, yams, rice, some beans, watermelon, peanuts
- Language—dialects, slang
- Recreation—dancing, storytelling, advanced standards of excellence in many sports
- Religion/values—gospel music, spirituals, Kwanzaa
- Folklore/literature—folk tales, legends, myths, oral history, poetry
- Music—banjo, guitar, drums and drumming, ragtime, jazz, blues, rock, rap
- Technology—lubricating device for trains and manufacturing, mechanized shoe production, sugar refining
- Civil rights movement, confronting slavery and racism

Examples of contributions from European Americans:

- Foods—wheat, fruits, livestock
- Transportation—wheeled vehicles, sailing ships, horses
- Architecture—wood and brick buildings
- Religion/values—Christian/Jewish religions, love of liberty, respect for individual
- Folklore/literature—literacy, printed books, Bible
- Crafts/arts—furniture making, painting, sculpture, fashion, classical music, folk music, opera
- Politics and government—English political tradition, legal system, constitutional self-government, political philosophy, political parties
- Technology—plow, shipbuilding, metal tools, Industrial Revolution
- Science—scientific method, experimental method

Annotated 4-Point Student Response

Due to the small number of students who earned a score of “4” on this question, an exemplary paper was not identified for release. Please refer to the question’s scoring guide (page 50) for examples of information that might be included in a 4-point student response.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Native Americans have always been natural, and spiritual. They've always been true to what they believe in. If it wasn't for them, we wouldn't have so many interesting stories to tell, to generation, to generation.

I always thought African Americans really made music what it is today. Their music was not only spiritual, but also fun. Some types of music like jazz, r and b, soul, and rap were originated by African Americans. They're still very popular today.

Europeans had many different backgrounds. Like Spanish, English, German, Irish, etc. They all were different, and believed in different things. Europeans made freedom of religion what it is today because there were so many different religions. Before then, people would punish others because of their belief, now It's in the U.S. Constitution that we have freedom of religion.

Student identifies one contribution to American life made by Native Americans (i.e., natural, spiritual, true to selves) and generally explains why it is still important today (i.e., interesting stories to tell from generation to generation).

Student identifies one contribution to American life made by African Americans (i.e., music) and generally explains why it is still important today (i.e., popular music of today).

Student identifies one contribution to American life made by European Americans (i.e., desire for religious tolerance) and generally explains why it is still important today (i.e., freedom of religion in Constitution).

Overall, the student demonstrates broad knowledge of the contributions of different ethnic groups in American history. The student responds to all parts of the question. The explanations for why the contributions are still important today offer examples, but the link from past to present is weak.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Native Americans -taught us how to farm
European Americans - Explored many lands
African Americans - songs of triumph
B. All these contributed to America because we need those vegtabals and corn and fruit from farming. We have a strong knowlege of our land. And we have many forms of music.

Student identifies one contribution to American life made by each of the three groups.

Student provides a limited explanation for why these contributions are still important today.

Overall, the student demonstrates basic knowledge of contributions of different ethnic groups in American history. The student responds to all parts of the question with some accuracy and little development.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Native Americans knew how to grow crops really well. European Americans brought the language to the country.

B. We would not be able to grow crops if the native americans had not have showed us.

We would not talk if the european americans had not taught us the language

Student identifies one contribution to American life made by Native Americans (i.e., how to grow crops) and one contribution to American life made by European Americans (i.e., English language).

Explanation is limited for both contributions.

Overall, the student demonstrates minimal knowledge of contributions of different ethnic groups in American history. The student responds in a vague manner to only part of the question (i.e., does not identify a contribution made by African Americans). The explanations for why the contributions identified are still important in American life today contain inaccuracies and exaggerations. Still, some correct information is given, and the response is scored a "1."

Instructional Strategies

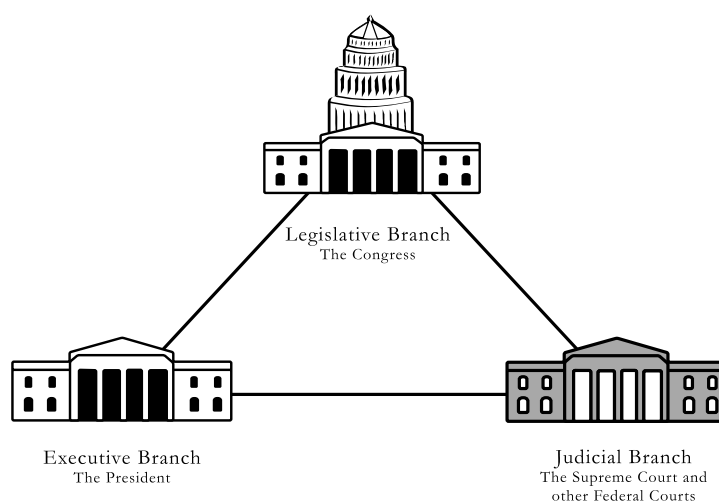
The open-response question *America's Diversity* was designed to assess students' (1) understanding of "the great convergence" of European, African, and Native American people that began in the late 15th century and (2) ability to identify contributions of different groups to today's diverse society. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Construct two maps that illustrate cultural diversity in North America in 1500 and in 1700. Indicate the major cultural groups that lived in North America at each time.
- Create a museum of cultural contributions for the classroom or school. Include exhibits highlighting the contributions of Native Americans, European Americans, and African Americans to American life today and in the past.
- Make a poster illustrating the contributions of Native Americans, European Americans, or African Americans to American art, dance, or music.
- Study the Iroquois League and its possible influence on our federal system of government.
- Collect pictures of popular American foods, snacks, and dishes and annotate them to show the place of origin of the various ingredients (e.g., Europe, North America, Africa).
- Read biographies of people from different cultures who have made important contributions to American history (e.g., Pocahontas, Roger Williams, Eliza Lucas Pinckney, Peter Zenger, Benjamin Banneker, Ben Franklin, George Washington, Sacagawea, Harriet Tubman, Eli Whitney, Sequoyah, Frederick Douglass, Susan B. Anthony).
- Design a series of postage stamps that highlight the contributions to American life of one of the following groups: Native Americans, European Americans, or African Americans.

- Research the origins and traditions of one of the following celebrations: Thanksgiving Day, Hanukkah, Christmas, Kwanzaa, Valentine's Day, Juneteenth, and Halloween. Find out where this holiday began and examine how it became part of American life today.

Separation of Powers



The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.

- For **each** of the three branches of government identify **one** power given to it by the Constitution.
- Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

Academic Expectation: 2.15 “Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.”

Core Content Code: 1.2.1 “The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.”

Academic Expectation: 2.20 “Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.”

Core Content Code: 5.2.2 “The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.”

Separation of Powers

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies one power given by the Constitution to each of the three branches of government. Student clearly explains why each power is important in our system of government and supports each explanation with a specific, real-life example.
3	Student identifies one power given by the Constitution to each of the three branches of government. Student generally explains why each of at least two of the powers is important in our system of government and supports at least two explanations with a real-life example.
2	Student identifies one power given by the Constitution to each of the three branches of government. Explanation, if present, is limited. OR Student identifies one power given by the Constitution to each of two branches of government and generally explains why each power is important in our system of government. Explanation may or may not include example(s).
1	Student demonstrates minimal understanding (e.g., student identifies one or two powers given by the Constitution to the different branches of government without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of powers of the legislative branch:

- Makes laws
- Levies taxes
- Borrows money
- Regulates immigration and naturalization
- Coins money
- Provides postal system
- Regulates trade
- Encourages invention
- Establishes courts
- Declares war
- Raises and maintains military

Examples of powers of the executive branch:

- Acts as commander in chief of military
- Manages government bureaucracy
- Grants pardons
- Makes treaties with foreign powers
- Appoints judges and Supreme Court justices
- Appoints ambassadors and other important executive branch officials
- Executes all laws passed by legislative branch
- Has power to veto proposed laws

Examples of powers of the judicial branch:

- Hears legal cases
- Hears appeals of legal decisions by lower courts
- Reviews constitutionality of acts by other branches of the government

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

The 3 parts of the United states government are the legislative, executive, and judicial branches. They all have certain roles in our government endowed to them by the constitution.

The legislative branch, congress, consists of the senate and the House of Representatives. One power that congress has is that they are the only ones who can declare war. This is important for them to do because they represent all of the states and their opinions: For example, if the president wanted to have war with Iraq & the states didn't congress would have the final say. Also, bills have to go through congress to become laws.

The judicial branch is the supreme court and other federal courts. One of their roles is that they can decide if a law is unconstitutional, or doesn't comply with U.S. constitution. This is important because if a law passed by congress was unfair or unconstitutional in some peoples eyes, the supreme court would have the call. If there was a law that said Americans couldn't criticize the president, the judicial branch could declare it unconstitutional and it wouldn't be a law anymore.

Student identifies one power of the legislative branch (i.e., declare war) and clearly explains its importance.

Student identifies one power of the judicial branch (i.e., determine constitutionality of laws) and clearly explains its importance.

Continued on the next page. ➞

Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The executive branch is made up of the president and his cabinet. One special power the president has is that he can veto bills. This is important because he has to agree on a law for the nation or it won't exist. This makes it so the president is in support of all the laws we enact. For example, if there was a bill that said you couldn't bear arms, and the president felt he and others needed them for self-defense, he could veto it. It would be a problem if he couldn't follow his country's laws.

All of the branches have certain roles that play an important part in our nation.

← Student identifies one power of the executive branch (i.e., veto) and clearly explains its importance.

Overall, the student demonstrates an extensive understanding of separation of powers in the U.S. government. The response identifies a specific power given to each branch of government by the Constitution and clearly explains the importance of each, using specific examples.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The three branches of Government in the U.S. are the Legislative Branch (Congress), the Executive Branch (President, Vice President, and the Cabinet), and the Judicial Branch (Supreme Court, District Courts). Each Branch has equal power because of Checks and Balances. Meaning each Branch has a power to balance the others.

A main power of the Executive Branch is the power to veto. Meaning the President can overrule any decision made by Congress. This is in effect because if the House and Senate are Democrat dominated and the President is Republican, he can help balance the system.

The power that the Legislative Branch has to balance out the power of the Executive is that Congress can overrule the veto by having 2/3 of the House and Senate vote for the Bill. This is in effect just in case the President makes a bad decision.

The Judicial Branch can balance out both by declaring a Bill Unconstitutional. If a law comes to the Supreme Court and the nine Justices deem it Unconstitutional, the law is no longer in effect. This is important because if the Justices see something that breaks the Constitution, they can nullify it.

The system of Checks and Balances is employed to keep a Branch from dominating. It is very important to our entire country.

Student's introduction does not include any information required by the question; therefore, it does not count toward the student's score.

Student identifies one power of the executive branch (i.e., veto) and generally explains its importance.

Student identifies one power of the legislative branch (i.e., overrule veto) and generally explains its importance.

Student identifies one power of the judicial branch (i.e., determine constitutionality of laws) and generally explains its importance.

Overall, the student demonstrates a broad understanding of separation of powers in the U.S. government. The response identifies a specific power given to each branch of government by the Constitution. However, the explanations relating to their importance are consistently general and do not include any specific examples.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The legislative branch is given the power to make laws, the executive branch has the power to enforce the laws, and the judicial branch can interpret the laws. The power to make laws is important in our government because if they didnt people could just do whatever they wanted without consideration for anyone else. The power to enforce laws is important because if the laws were not enforced then they would just be ignored. The power to interpret laws is important because when someone breaks a law someone needs to decide how it will be dealt with.

← Student identifies one power of the legislative branch (i.e., make laws), one power of the executive branch (i.e., enforce laws), and one power of the judicial branch (i.e., interpret laws).

← Student's explanation of the importance of the powers is off-topic.

Overall, the student demonstrates a basic understanding of separation of powers in the U.S. government. The response identifies a specific power given to each branch of government by the Constitution. However, student does not explain their importance in our system of government. Rather, the explanations relate to the importance of law in society. In addition, no specific examples are provided.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A) The Legislative branch makes-up laws. The Executive branch checks those laws, than pass them to the Judicial branch and they write them in the records and tell people about them.

B) The Legislative branch makes-up laws to obey and so we are not running around doing what we want, when we want to and how we want to. The Executive branch checks these laws to see if they are suitable to obey and record it. The Judicial branch also write them down in record books, and people live by listening to these laws.

← Student correctly identifies one power of the legislative branch and incorrectly identifies powers of the executive branch and the judicial branch.

← Student's explanation of the importance of the powers is off-topic.

Overall, the student demonstrates minimal understanding of the separation of powers in the U.S. government. The response identifies a specific power given to the legislative branch by the Constitution. The student demonstrates a lack of knowledge about the responsibilities of the executive and judicial branches and how the three branches of government check and balance one another's power.

Instructional Strategies

The open-response question *Separation of Powers* was designed to assess students' (1) understanding of the system of checks and balances in our government and (2) ability to identify powers of each of the three branches of government. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a local federal official or officeholder to class to explain how his or her work is affected by the separation of powers and system of checks and balances.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create a skit that illustrates the system of checks and balances by showing how each branch can check the other two.
- Explain how and why the U.S. Constitution places limits on the powers of all three branches of the national government.
- Stage a simulated constitutional convention in which the delegates debate the powers to be given and denied to each branch of the national government.
- Research the origins of the idea of separation of powers in the Roman Republic and its revival during the Enlightenment.
- Create charts of the three branches of government, listing the powers and limitations of each branch.
- Collect current events articles that illustrate separation of powers and the system of checks and balances at work today.
- Read what the founding fathers had to say about checks and balances and the importance of an independent judiciary in *Federalist Paper Number 51* and *Federalist Paper Number 78*. Summarize the arguments in these documents to share with the class.

- Study historical examples of when there has been a conflict in the separation of powers (i.e., censure of Andrew Jackson, Jefferson and the Louisiana Purchase, Marbury v. Madison). (Modern-day examples, though not studied at the 8th-grade level, include Watergate, Iran Contra, and Clinton's executive privilege.)

After studying the issues, assign the different sides of the issue to students and have them debate.



Grade 8

Arts & Humanities

ARTS & HUMANITIES

Dance Expression

Choreographers use the dance elements of space, time, and force to help convey ideas, feelings, or emotions through movement.

- a. Select and identify an idea, a feeling, **or** an emotion to express in a dance.
- b. Describe how movement could be used to express the idea, feeling, or emotion that you identified in **part a**. Be sure to describe how the three elements of dance (space, time, and force) are used in the movement.

Academic Expectation: 2.23 “Students analyze their own and others’ artistic products and performances using accepted standards.”

Core Content Code: 2.1.31 “Recognize and discuss, using appropriate dance vocabulary, how dance elements: space (focus, size); time (accent, rhythmic pattern, duration); force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings in dance.”

Dance Expression

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies an idea, feeling, or emotion that could be expressed in a dance and clearly describes how movement could be used to express that idea, feeling, or emotion. Response includes a clear description of how the three elements of dance are used in the movement.
3	Student identifies an idea, feeling, or emotion that could be expressed in a dance and generally describes how movement could be used to express that idea, feeling, or emotion. Response includes a general description of how two or three elements of dance are used in the movement.
2	Student identifies an idea, feeling, or emotion that could be expressed in a dance and provides a limited description of how movement could be used to express that idea, feeling, or emotion. Response includes a limited description of how two or three elements of dance could be used in the movement. OR Student identifies an idea, feeling, or emotion that could be expressed in a dance and generally describes how movement could be used to express that idea, feeling, or emotion. Response includes a general description of how one of the elements of dance could be used to express that idea, feeling, or emotion.
1	Student demonstrates minimal understanding (e.g., student identifies an idea, feeling, or emotion and provides a limited description of how movement could be used to express that idea, feeling, or emotion with no description of dance elements).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Note: The three elements of dance are space, time, and force.

Examples of ways the dance elements can be expressed in movement:

Space—shape, level, direction, pathway, focus, size

Time—beat, tempo, accent, rhythmic pattern, duration

Force—type of energy used while moving such as heavy/light, sharp/smooth, tension/relaxation, bound/flowing

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

Choreographers use dance elements of space, time, and force to help convey ideas, feelings or emotions.

An emotion of a dance would be **sad**. There are many ways you could use time, space, and force to convey sad. One way you could use space to convey sad would be to create a certain shape as you danced. Maybe a circle because usually when you're sad people gather around you.

You could show force by using very slow smooth movements. Such as gliding. You need to take smooth movements because you want to show the house or **audiance** that you're sad or unhappy.

For time you could use a very slow-paced tempo. Taking your time with each step and making it graceful. Let them feel your emotion.

Student identifies an emotion that could be expressed in a dance (i.e., sadness).

Student clearly describes how the element of space could be used in a dance to express sadness (i.e., create a circle as you dance because people gather around you).

Student clearly describes how the element of force could be used in a dance to express sadness (i.e., gliding, smooth, to show you are sad).

Student clearly describes how the element of time could be used in a dance to express sadness (i.e., slow and graceful, so audience can feel your emotion).

Overall, the student demonstrates broad knowledge of the dance elements of space, time, and force and how each can be used to express an emotion. The response is well-developed and descriptive.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A) I choose the feeling of excitedness.
B) For the spacing you should use all areas of the stage (Up Stage, Down Stage, Stage Right, Stage Left, and Center) to show the feeling of being excited. The music should have a good, strong, steady, fast rhythm. The movements should be steady but in a way sharp. Why? Using all of the stage will show a definite portrayal of being excited. I know I bounce off the walls when I have this feeling. The music should be good, strong, and steady/fast rhythm because It will keep the dancer going. The movements should be steady but in a way sharp because being excited (too me) is not graceful. I know I'm not. This emotion would best be portrayed by a jazz dancer.

Student identifies an emotion that could be expressed in a dance (i.e., excitement).

Student generally describes how the element of space could be used in a dance to express excitement (i.e., use all areas of the stage because it will portray being excited).

Student generally describes how the element of time could be used in a dance to express excitement (i.e., steady and fast rhythm to keep the dancer going).

Student generally describes how the element of force could be used in a dance to express excitement (i.e., strong rhythm, sharp movements because being excited is not graceful).

Overall, the student demonstrates general knowledge of the dance elements of space, time, and force and how each can be used to express an emotion. The response generally describes how movement could be used to express excitement, including how the dance elements of space, time, and force would be used.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

You could portray sadness in a dance. You could use small motions (using space). You could also use slow motions (time). And lastly you could use gentle motions (force). These all portray the mood that you are sad. Because if you wanted to portray a happy mood you would use large, quick, bouncy type movements. And sad and happy are opposite, and so are the motions.

Student identifies an emotion that could be expressed in dance (i.e., sadness).

Student describes in a limited way how all three elements could be used in a dance to express sadness (i.e., small motions, slow motions, gentle motions).

Overall, the student demonstrates basic knowledge of the dance elements space, time, and force and how each could be used to express sadness. The movements suggested are vague and contain no specific information. There is little development regarding how the movements could express sadness, except to say that movements expressing happiness would be the opposite.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

I have selected emotion that coreographers use in dance.

Space could be used on how close the dancers are how happy, how sad, how mad.

Time could also be used to see how far apart the dancers have to be, or how long they should stay in one spot.

Force could also be used to see how much streng they use to pick someone up or how much strength they use to spin.

Student does not identify a specific emotion, feeling, or idea that can be expressed in a dance.

Student attempts to describe how the three elements of dance could be used, but most of the description is incorrect.

Overall, the student demonstrates minimal knowledge of the dance elements of space, time, and force. The student does not describe how movement could be used to express emotion. However, the response includes two correct assertions (i.e., space relates to how close the dancers are, time relates to how long they stay in one spot). Because the paper is not totally incorrect or irrelevant, it is given a score of "1."

Instructional Strategies

The open response question *Dance Expression* was designed to assess students' ability to recognize and discuss, using appropriate dance vocabulary, how the dance elements of space (focus, size), time (accent, rhythmic pattern, duration), and force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Brainstorm a list of ideas, feelings, and emotions and discuss how each could be expressed in dance, and how the dance elements of space, time, and force can help to communicate them. Choose several from your list and demonstrate them to the class, using only movement and body language to see if others are able to understand them based on your movements.
- Divide into three or more groups, with each group researching one of the elements of dance (space, time, force). Create a sequence of movements to teach to the class that demonstrates the various aspects of the selected element (see 5th grade and 8th grade Core Content documents).
- Describe how a choreographer can use the elements of dance to communicate ideas, feelings, or emotions in dance, dance team routines, cheerleading, marching band, etc.
- Ask students who participate in dance, films, dance team routines, cheerleading, or marching bands to describe the process of creating, learning, or applying the choreography.
- Write a review explaining how space, time, and force are used in the choreography of dance, dance team routines, cheerleading, and/or marching bands.
- Take a field trip or view a film of a ballet or dance recital and write a review of it using appropriate dance terminology.
- Create and perform short movement routines. Follow each performance with a discussion of how the routine used each of the elements of dance.

- Select an example of music that expresses an idea, feeling, or emotion. Choreograph movement sequences for a section or all of the music.
- Choreograph a dance sequence with music that demonstrates a process in nature such as mitosis (cell division).
- Although choreography might primarily be discussed in Arts and Humanities or Physical Education classes, it is appropriate for discussion in other classes, as are all arts:
 - Mathematics - units of equal value, repeated patterns, counting rhythms, structure
 - Science - physiology of movement, muscle structure, spatial relations, measurement
 - Social Science - history of dance forms in various cultures (Native American, etc.)
 - Vocational Studies - professional possibilities
 - Music - developing rhythmic skills, ear training
 - Visual Arts - sketching various dance moves, charting dance patterns

New Musical Instrument

Imagine that you have designed a new musical instrument that is capable of producing delicate, high pitches.

- a. Explain how the instrument works (produces sound).
- b. Explain how it would be used in a musical ensemble or performing group.
- c. Tell what existing instrument influenced your design.

Academic Expectation: 2.22 “Students create works of art and make presentations to convey a point of view.”

Core Content Code: 1.1.36 “Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards.”

Academic Expectation: 2.23 “Students analyze their own and others’ artistic products and performances using accepted standards.”

Core Content Code: 1.1.310 “Identify and classify folk and orchestral instruments according to family.”

New Musical Instrument

Scoring Guide

SCORE	DESCRIPTION
4	Student's new instrument design is clearly appropriate for producing high-pitched sounds. Student clearly explains how it works and how it would be used in a musical group. Instrument identified as a model is clearly relevant to the design of the new instrument.
3	Student's new instrument design is generally appropriate for producing high-pitched sounds. Student generally explains how it works and how it would be used in a musical group. Instrument identified as a model is generally relevant to the design of the new instrument. Response may include minor inaccuracies.
2	Student provides a limited explanation of instrument's design, how it works, and/or how it is used in a musical group. Instrument used as a model may be apparent in the response or a drawing without being specifically named. OR Student identifies an already existing instrument that produces the high-pitched sounds, explains how it works, and how it would be used in a musical group.
1	Student demonstrates minimal understanding (e.g., student selects an already existing instrument that produces high-pitched sounds without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

You just designed a new instrument with a delicate, and high pitched sound. This instrument would be able to produce many sounds.

The new instrument would be very easy to use. You would play it as though it were a harp. However, there would be pedals at the bottom of this instrument. You would press these pedals to get tones as in a deeper sound or a very high pitch sound. At the side of the instrument there would be holes (like in a flute). these would produce flat, and sharp notes, along with a higher sound.

This instrument would be played solo, or in the string section of the orchestra. This high pitch sound would produce the sound of soprano. It could be used to play solo in a symphony. It would produce a sound of peace or harmony.

This instrument was created by a harp with a delicate sound, a piano with pedals to produce tone, and a flute with holes to produce a high pitched sound to this instrument.

This was the design of a delicate, and high pitched instrument designed to produce wonderful music.

Student clearly explains how the new instrument works (i.e., play like a harp, press pedals at the bottom to get deeper or high pitched sound, use holes on the side to produce flat and sharp notes, along with a higher sound).

Student clearly explains how the instrument would be used in a group (i.e., solo or in the string section, soprano sound, sound of peace and harmony).

Student identifies three existing instruments that influenced the design (i.e., harp, piano with pedals, flute).

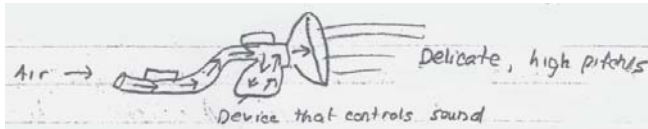
Overall, the student demonstrates broad knowledge of musical instruments and how they work. The response clearly describes an instrument capable of producing delicate, high pitches. The student provides ample detail in the response.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A.) The instrument I created works by air entering the mouth piece and moving toward the center where a device controls it making delicate, high pitches.



(B.) I would place a person with this instrument with the clarinets, and flutes to help bring out delicate, high pitches. Thats how it would be used in a musical ensemble or performing group.

(C.) The flute and clarinet influenced my design because they both give a sort of delicate sound and high pitches.

Student generally explains how the new instrument works (i.e., air moves from mouthpiece to center device and produces high pitches). Design is generally appropriate for producing high-pitched sounds.

Student generally explains how the instrument functions in a musical group (i.e., with clarinets and flutes to bring out high pitches).

Student identifies existing instruments that influenced the design (i.e., flute, clarinet).

Overall, the student demonstrates general knowledge of musical instruments and how they work. The response generally describes an instrument capable of producing delicate, high pitches. The student provides sufficient detail to convey the instrument's design, but some details are lacking (e.g., how the instrument can produce different notes). Explanation for part b (i.e., how the instrument would be used in a performing group) would be clearer with a more explicit discussion of how the instrument would bring out high pitches.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

My new instrument works in different ways. It looks like a flute, but then it looks like a clarinet. this is how it works: if you put your fingers on different keys, it'll make different sounds.

If I used it in a performing group, then I would use it for high notes, because it sounds like a flute, but then, it sounds like a clarinet.

What influenced my design was the flute and the clarinet. I may not know how to play them, but they sound great.

Student explains in a limited way how the new instrument works.

Student explains in a limited way how the instrument would be used in a musical group (i.e., for high notes).

Student identifies existing instruments that influenced the design (i.e., flute and clarinet).

Overall, the student demonstrates basic knowledge of musical instruments and how they work. The response provides a limited description of an instrument capable of producing delicate, high pitches.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A.) The produces sound by pratcing with the instrument every day.
B.) The instrument. Will be good in a performing Group because performing Groups always try to get high or low and that instrument can do that. That's why it would be good for a performing Group.
C.) my instrument would be a volen because it can go high or low. that's what I pick.

← Student does not explain how the new instrument works.

← Student provides a limited explanation of how the instrument functions in a musical group.

← Student identifies an existing instrument (i.e., violin) to be the new instrument.

Overall, the student demonstrates minimal understanding of musical instruments and how they work. The student answers only part of the question and provides little specific information or detail.

Instructional Strategies

The open response question *New Musical Instrument* was designed to assess students' ability to (1) identify folk and orchestral instrument families, (2) describe how instruments produce sound, and (3) explain how instruments are used in a musical group. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Explore various methods of sound production on musical instruments.
- Classify music instruments according to families.
- Study instrument families, including percussion, and how they produce sound.
- Students who play instruments can explain how their instruments produce sound and demonstrate. Students should demonstrate the range of pitches that their instruments can produce, from lower to higher pitches.
- Create a chart showing frequency of various pitches. Middle C is 256 vibrations per second. A above middle C is 440 vps, and A one octave lower is 220 vps. Secure the help of your science teacher (if necessary) for discussion. View frequencies of pitches on an oscilloscope.
- Compare pitches created on their instruments to pitches on the piano keyboard and create a chart of possible pitches for various instruments.
- Experiment with various sound-producing techniques to determine what produces the highest sounds.
- Classify instruments according to their tendency to produce low, middle, or high pitches. Determine what are critical factors in producing various pitches. Create a list of instruments capable of higher pitches and describe their appearance.
- Listen to recordings of instrumental music groups and learn to identify musical instruments. Determine common uses of higher-pitched instruments in musical ensembles.

Creating a Scene

Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as **scenery**, **costumes**, and **props**.

Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

- a. Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
- b. Describe the scenery, costumes, and props that would be needed to perform the scene.
- c. Explain how the scenery, costumes, and props would help create the right mood.

Academic Expectation: 2.22 “Students create works of art and make presentations to convey a point of view.”

Core Content Code: 3.1.32 “Identify and define elements of production: staging, scenery, props, lighting, sound, costumes, make-up.”

Academic Expectation: 2.23 “Students analyze their own and others’ artistic products and performances using accepted standards.”

Core Content Code: 3.1.36 “Describe, using appropriate vocabulary, how the elements of production communicate setting and mood.”

Creating a Scene

Scoring Guide

SCORE	DESCRIPTION
4	Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student clearly describes the three elements of theater needed to perform the scene and clearly explains how they would help create the right mood.
3	Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student generally describes two or three elements of theater needed to perform the scene and generally explains how they would help create the right mood.
2	<p>Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student provides a limited description of one or two elements of theater needed to perform the scene and a limited explanation of how the element(s) help create the right mood.</p> <p>OR</p> <p>Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student provides a limited description of the three elements of theater or a general description of one or two elements of theater needed to perform the scene with no explanation.</p>
1	Student demonstrates minimal understanding (e.g., student chooses a chapter or chapters from a book that could be made into a scene for a play or movie, identifies the book, and/or briefly describes what happens in the chosen chapter(s) without describing or explaining an element of theater).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Note: The three elements of theater are scenery, costume, and props.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response


When creating a scene for a play or movie based on a book, you must make many decisions about such things as scenery, costumes, and prop.

I have chosen a chapter from the book The Giver; the scene is where the main character, Jonas, who is the new receiver of knowledge, is sitting at the kitchen table with his family of a mother, a father, and a sister. Jonas is able to lie because no one is supposed to know what happens at his job, so when his parents ask what he did in training today, he lied. He realizes that this world he is living in, a utopian society, is prohibiting him from knowing about real life. He is restless and is uneasy to break free.

The scenery is a small house (the kitchen area) with plain white walls and only a table with 4 chairs seated around it. The table is in center stage and there are no appliances in the kitchen. There are five doors; each leading to a room or outside, one is down stage right, one is in right stage, one is upstage center, upstage left is another one, and the last is in left stage. Supper is on the table; everyone has the same thing to eat.

Student identifies a scene from a book (i.e., *The Giver*) and describes what happens in the scene.

Student clearly describes the scenery.

Continued on the next page. 

Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

The costumes are basically the same for everyone; a woman in her early thirties with dark hair and dark eyes, she is dressed in red toga that covers her entire body. A man also in his early thirties with dark hair and dark eyes, he is also dressed in a red toga covering his body completely. A boy of about 12 years has dark hair and light eyes, dressed the same. A girl of about 6 years with dark hair and dark eyes and is also dressed the same. The colors dark and light are preferably brown and blue.

The props are 4 glasses of a clear liquid set in front of each plate, which is filled with a mushy beige substance. A fork is placed on a folded napkin on the left of each plate. There is a plate in front of each chair.

The mood is everything in a play or movie, and the scenery, costumes, and props are a big part of making and setting a mood. With everything dull and plain here, you feel a sense of **bordom** and plainness. You are meant to feel this way because the plainness and the shelterness is exactly what Jonas wants to break free from. You can sense the energy inside Jonas which is shown with a silent uneasiness.

Student clearly describes the costumes.

Student clearly describes the props.

Student clearly explains how the scenery, costumes, and props help create the mood of the scene (i.e., dull and boring).

Overall, the student demonstrates extensive knowledge of three of the elements of theater production and an ability to apply this knowledge to a particular scene from a book. The descriptions of the scenery, costumes, and props in the scene are well developed and include rich detail. The student uses appropriate vocabulary to explain how the three elements of production communicate the proper mood for the scene.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A.) The book is *The Lion, The Witch, and the Wardrobe*. In the chapter I chosen Aslan, the lion, is killed on a stone table.

(B.) The scenery I would need is a hill. It would need to be at night or during a thunderstorm so it would give the villains a more sinister appearance. The costumes I would have would be all darkish colors for the bad guys so that it would set the mood to a villianous mood. The only props I would need are a stone table and ropes to tie Aslan down with.

(C.) All these would set the mood to a dark mood. The nighttime or stormy scene would make it dark. People usually think of dark in in a catogory with bad things. The colors of the costumes would set the mood because because dark colors have the physcological effect of seeming bad and people usually associate with happy or good things.

This could help me If I was directing a play and wanted to know how to set the mood for the play.

Student identifies a book and briefly describes a scene (i.e., *The Lion, the Witch, and the Wardrobe*).

Student generally describes the scenery (i.e., hill at night or during a thunderstorm), costumes (i.e., darkish colors for the bad guys), and props (i.e., stone table and ropes) needed to perform the scene.

Response to part c includes some clear information (i.e., dark mood); however, the final comment introduces a contradiction (i.e., dark colors... seem bad and people usually associate with happy or good things).

Overall, the student demonstrates general knowledge of three of the elements of theater production and some ability to apply this knowledge to a particular scene from a book. The descriptions of the scenery, costumes, and props in the scene are general and lack detail. The student explains how the three elements of production communicate the proper mood for the scene, but the explanation lacks clarity and detail.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A) The book is Saturday Night Date. The character in this book is in love with a guy she has gone out with for several years. One night he goes over to her house and breaks up with her.
B) The scenery would be in a house with steps and a big living room. The characters would have on, the girl, a robe because she just got out of the shower. And the boy would have on some jeans and a t-shirt.
C) These things will set the mood because when he breaks up with her she sits all alone in a big room a crys all night.

← Student identifies a book (i.e., *Saturday Night Date*) and briefly describes a scene.

← Student provides a limited description of the scenery (i.e., big living room), a general description of costumes (i.e., robe, t-shirt with jeans), and no description of props.

← Student explains in a limited way how the three elements of production would create the right mood (i.e., she sits alone in the big room and cries).

Overall, the student demonstrates partial knowledge of three of the elements of theater production and basic ability to apply this knowledge to a particular scene from a book. The descriptions of the scenery and the costumes lack detail, and the student fails to mention props altogether. The explanation of how the elements of production create the mood in the production is also limited.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. It's about war and they were fighting the other people.
- b. It was in a forest and they had guns and flagposts with flags on it. They was wearing long clothes with holes in it.
- c. Because they wouldn't know how the movie begun.

← Student does not identify a book.

← Student provides a general description of the scenery and props, and a limited description of the costumes.

← Student does not explain how the three elements of theater production help create the right mood.

Overall, the student demonstrates minimal knowledge of three of the elements of theater production. The student only responds to part b of the question. The response does not identify a book that could be made into a scene for a play and does not explain anything about the mood of the book.

Instructional Strategies

The open-response question *Creating a Scene* was designed to assess students' ability to (1) use works of art and presentations to convey a point of view, (2) identify and define elements of production: staging, scenery, props, lighting, sound, costumes, make-up, (3) analyze their own and others' artistic products and performances using accepted standards, and (4) describe, using appropriate vocabulary, how the elements of production communicate setting and mood. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create a reading list. Divide the class into groups of four to five students. Each group selects a book from the list and a chapter or section of the book. After each student reads the selection, the group collaborates to create a script based on the reading, along with written suggestions for suitable costuming, sets (scenery), and props.
- Read a selected chapter of a book. Divide into four groups. Conduct a drawing to see which group creates the script, designs and constructs the scenery, designs and makes or assembles the costumes, or selects and secures the props. When the script is completed and edited by the class, other groups complete their assignment. After open auditions and selection of a cast, all groups collaborate to present the play to other classes.
- Discuss requirements for a good script. Have small groups search for appropriate story material. Determine what costumes, scenery, and props are important to a live production of each story. After selection of the stories, the class reads each selection. Each small group explains how the selected elements of production would contribute to the success of a play based on the story they chose.
- Work in small groups to research elements of production from the Core Content. The groups report on how each element contributes to the success of a production.
- Write a review of a play, movie, or TV production explaining how sets, costuming, and props contributed to the enjoyment of the production.

- Design costumes, scenery, and props that connect with stories from different cultures or historical periods.
- Take a field trip to see a professional or semiprofessional production. Write a review explaining how sets, costuming, and props contributed to the enjoyment of the production.



Grade 8

Practical Living/Vocational Studies

PRACTICAL LIVING/VOCATIONAL STUDIES

Teamwork

The expression, “There is no ‘I’ in the word TEAM,” reflects the importance of cooperation in both sports and group projects. Teamwork often means letting go of your personal interests and goals for the benefit of the group.

- a. List **two** specific examples of a team member choosing personal interests and goals over the team’s interests and goals. One of your examples should relate to a team sport and the other should relate to a group project.
- b. For **each** example listed in **part a**, describe how the success of the team may be negatively affected.

Academic Expectation: 2.29 “Students demonstrate skills that promote individual well-being and healthy family relationships.”

Core Content Code: 1.1.3 “Communication, cooperation, rules, and respect are important to the effective functioning of groups.”

Academic Expectation: 2.37 “Students demonstrate skills and work habits that lead to success in future schooling and work.”

Core Content Code: 4.4.3 “Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.”

Teamwork

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 8 points.
3	Student earns 6-7 points.
2	Student earns 3-5 points.
1	Student earns 1-2 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a: (total of 4 points possible)

score 2 points each specific example of a team member choosing personal interests and goals over the team's interests and goals

AND/OR

score 1 point each general example of a team member choosing personal interests and goals over the team's interests and goals

Note: Student may receive credit for no more than one example for team sports and one example for a group project.

Part b: (total of 4 points possible)

score 2 points each clear description of how the success of the team may be negatively affected

AND/OR

score 1 point each general description of how the success of the team may be negatively affected

Answer Information

Some specific examples of choosing personal interests and goals over the team's interests and goals:

- Taking shots and hogging the ball to try to get own stats up
- Putting own ideas first, forcing ideas on the group, or insisting your own ideas be used so you can get all the credit
- Taking the best supplies/task/role for yourself rather than sharing equally among the team
- Failing or refusing to do your part because you don't like your teammates

Some general examples of choosing personal interests and goals over the team's interests and goals:

- Not sharing the ball
- Taking all the credit
- Doing whatever you want
- Letting others do all the work

Examples of how the success of the team may be negatively affected:

- Group may not use the best ideas and therefore will not end up with the best outcome
- Personal conflict or competition between group members rather than cooperation
- Ownership of results will be decreased, less satisfaction with results

Example of a clear description for team sports:

In basketball, if one team member hogged the ball, the team would end up losing games because it is impossible for one player to beat an entire team. Not sharing the ball would result in bad shots, costing the team games that could have been won with teamwork.

Example of a general description for team sports:

In the basketball game, they may lose the game.

Example of a clear description for a group project:

The group might not get a good grade because the students who had the harder jobs might not have enough time to do a good job or to finish. If the work had been distributed equally, then everyone would have had enough time.

Example of a general description for a group project:

They could get a bad grade because they didn't work together.

Annotated 4-Point Student Response

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Student Response

(a) There are many examples of team members putting personal interests over team interests. One example is if a soccer player has the ball about 20 feet from the goal. There is also another player on her team who is open and much closer to the goal than she is. The girl with the ball could easily pass the ball to the other girl, but she decides to take the far away shot on goal instead, because she wants the credit for a goal. An example of a team member putting personal interests first while working on a group project is if a group of people were working on a poster for school. The group needs to do research on the Civil War and make a poster. One person volunteers to do the research, but, that night, she decides to go to the movies instead. Because of that she doesn't get the research finished.

Student gives a specific example of a team member choosing personal interests or goals over team interests and goals (i.e., taking a difficult shot at the goal in soccer rather than passing the ball to a teammate in an attempt to get personal credit for a goal). (2 points)

Student gives a second specific example of a team member choosing personal interests or goals over team interests and goals (i.e., going to the movies rather than completing research for a group project). (2 points)

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Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(b) Both of these examples can negatively affect the success of the teams. In the first example, the girl took a risky shot on goal just because she wanted the credit. She could easily miss the goal, whereas if she had passed the ball, her team would have gotten an easy score. Not getting that point could end up costing the team that game. The second example involves a girl who decided to go to the movies instead of doing her job in a group. The group was counting on her to do the research. By neglecting to do it, the group would not have the information they needed for the next day. They could end up not getting their poster finished or getting a bad grade on it.

Student clearly describes how team success may be negatively affected when a member of a soccer team takes a difficult shot at the goal rather than passing the ball to a teammate who is better positioned to make a goal. (2 points)

Student clearly describes how team success may be negatively affected when a team member chooses to go to the movies rather than complete research for a group project. (2 points)

Total points: 8
Overall, the student demonstrates a broad understanding of how choices/behaviors of individual team members can affect team success. The student gives two specific examples of a team member choosing personal interests or goals over team interests and goals and clearly describes how team success could be negatively affected by each example.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. One example of a team member choosing their personal interests over the team's interests is if in soccer you don't pass the ball to anyone. Another example is if a leader in a group does everything their way and won't listen to the other group members.
- b. If a soccer player never passes the ball to their teammates they could get it taken away and the other team could score and win the game. If a group leader doesn't listen to everyone and does it all their way, then that group could get a bad grade on their project. Those are some negative effects of being selfish.

Student gives a general example of a team member choosing personal interests or goals over team interests and goals (i.e., not passing the ball in soccer). (1 point)

Student gives a specific example of a group member choosing personal interests or goals over group interests and goals (i.e., the group leader does everything his way and does not listen to others). (2 points)

Student clearly describes how team success may be negatively affected when a member of a soccer team does not pass the ball to teammates (i.e., the ball could be taken away and the other team could score). (2 points)

Student generally describes how group success may be negatively affected when the group leader does everything his way and does not listen to others (i.e., the group could get a bad grade). (1 point)

Total points: 6

Overall, the student demonstrates a general understanding of how choices/behaviors of individual team members can affect team success. The student gives one general example and one specific example of a team/group member choosing personal interests or goals over team/group interests and goals and describes how team/group success could be negatively affected by each example. The response is not consistently specific, which is why it earned a score of "3" rather than "4."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. Don't pass to no one.
"I don't want to do a science project with you. I don't like you."
- b. We probably lose the game.
We get an F.

Student gives a general example of a team member choosing personal interests or goals over team interests and goals. (1 point)

Student gives a specific example of a team member choosing personal interests or goals over team interests and goals. (2 points)

Student generally describes how each example of a team member choosing personal interests or goals over team interests and goals could negatively affect team success. (2 points)

Total points: 5
Overall, the student demonstrates a limited understanding of how choices/behaviors of individual team members can affect team success. The student identifies one general example and one specific example of a team member choosing personal interests or goals over team interests and goals and generally describes how team success could be negatively affected by each example.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a) maby one student wants to do something diffrent then the other students.
- b) they might get in a argument about what to do.

← Student gives a general example of a team member choosing personal interests or goals over team interests and goals. (1 point)

← Student generally describes how the example of a team member choosing personal interests or goals over team interests and goals could negatively affect team success. (1 point)

Total points: 2

Overall, the student demonstrates minimal understanding of how choices/behaviors of individual team members can affect team success. The student identifies one general example of a team member choosing personal interests or goals over team interests and goals and generally describes how team success could be negatively affected by the example.

Instructional Strategies

The open-response question *Teamwork* was designed to assess students' (1) understanding of effective teamwork and (2) ability to analyze how the choices and behaviors of individual team members can affect team success. The instructional strategies below present ideas for helping students explore and master these concepts.

Divide students into teams to play a game or sport. After playing the game or sport, rate each team's performance. Have each team brainstorm specific ways to improve their performance as a team. Then, have the teams play the game or sport again, keeping their strategies for improvement in mind. Following the second round of play, rate each team's performance again. Have teams discuss actual improvements they noticed in their performance and brainstorm additional ideas for further improving team performance.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- At the beginning of the school year, brainstorm a set of guidelines to be used when working in groups. Record the guidelines on a poster and hang it in the classroom.
- Discuss important elements of good teamwork (e.g., cooperation, clear communication, mutual respect). Create posters or pamphlets that explain the importance of various elements of teamwork.
- Read a story or book in which good teamwork is an integral part of the plot. Using details from the story, discuss and/or write about teamwork skills/strategies and individual work habits that contribute to effective teamwork. (Note: The Utah Department of Education website has a section on character education that may include appropriate stories for this activity. You may access these stories at the following web address: http://www.usoe.k12.ut.us/curr/char_ed/stories/default.html.)
- Make a project plan for a group project. Start by listing all of the tasks required to complete the project. Then, for each task, list the following types of information: a description of the task, the estimated number of people/hours needed to complete the task, the specific person(s) that will be responsible for completing the task, the materials needed to complete the task, and the estimated costs associated with the task. Finally, decide the order in which the tasks need to be completed and create a project timeline that shows when work on each task should begin and end.

- Following group projects, each group of students evaluates their performance as a team. For example:

Teams who produced high-quality projects by the due date answer the following questions:

- What specific teamwork skills/strategies helped our team produce a high-quality project by the due date?
- What specific individual work habits did team members exhibit that helped our team produce a high-quality project by the due date?

Teams who turned in projects late and/or who produced poor-quality projects answer the following questions:

- What specific things kept our team from completing our project by the due date? AND/OR What specific things kept our team from producing a high-quality project?
- What specific teamwork skills/strategies could we have used to complete our project by the due date? AND/OR What specific teamwork skills/strategies could we have used to produce a higher quality project?
- What specific individual work habits could team members have exhibited to help our team complete the project by the due date? AND/OR What specific individual work habits could team members have exhibited to help our team produce a higher-quality project?

- Following group projects, individual students complete a peer-review sheet for each member of their group. The peer-review sheet should include rating scales and/or ways to provide written feedback regarding how a group member performed (during the project) in relation to key teamwork skills or behaviors (e.g., participating actively in group discussions and decision-making processes, respecting the ideas and contributions of other team members, completing assigned tasks on time, communicating clearly, getting along with others, helping solve problems, helping resolve conflicts peacefully). Each student can use the feedback from peers to develop strategies for improving his or her own performance as a group member.
- Following group projects, each student completes a self-review sheet (similar to the peer-review sheet described above) to evaluate his or her own performance as a team member. This would provide each student with another opportunity to reflect on his or her own contributions to both positive and negative team results and, if necessary, to think of ways to improve his or her performance as a team member.

Saving Money for Music Cassettes

Your friend wants to buy several music cassettes. He gets a small weekly allowance, but tends to spend this money soon after he receives it. He has asked for your advice on ways to save the money needed for the cassettes.

- a. Identify **three** different strategies your friend could use to save the money needed for the music cassettes. Be specific.
- b. Fully explain why **each** strategy is an effective way to save money. Be specific.

Academic Expectation: 2.30 “Students evaluate consumer products and services and make effective consumer decisions.”

Core Content Code: 3.2.1 “There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals.”

Saving Money for Music Cassettes

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three strategies the friend could use to save the money needed for the music cassettes and fully explains why each strategy would be effective.
3	Student identifies three strategies the friend could use to save the money needed for the music cassettes and generally explains why each strategy would be effective. OR Student identifies two strategies the friend could use to save the money needed for the music cassettes and fully explains why each of the strategies would be effective.
2	Student identifies three strategies the friend could use to save the money needed for the music cassettes, with limited or no explanation. OR Student identifies two strategies the friend could use to save the money needed for the music cassettes and generally explains why each of the strategies would be effective. OR Student identifies one strategy the friend could use to save the money needed for the music cassettes and fully explains why it would be effective.
1	Student demonstrates minimal understanding (e.g., student identifies one strategy the friend could use to save the money needed for the music cassettes, and may or may not explain why it would be effective).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of specific strategies to save money:

- Ask parents/guardians to hold back all or part of the allowance each week
- Save half the money each week and allow himself to spend the other half
- Put all or some of the money in a safe "hiding" place at home. Must give a specific example of such a place (e.g., a piggybank, a special box)
- Develop a personal budget that includes savings as a regular (fixed) expense
- Compare prices when shopping; buy generic products rather than name-brand products

Examples of general strategies to save money:

- Hide his money somewhere; put his money somewhere where he can't spend it (without a specific example)
- Don't go places where he might spend money (without a specific example)
- Set his allowance aside; save his allowance
- Spend a little and save a little

Examples of unacceptable strategies:

- Any strategy that focuses more on raising money than actually saving money (e.g., getting a job, doing more chores around the house to get a higher allowance, asking to borrow the money needed for the cassettes, selling personal belongings at a garage sale)

Examples of clear explanations for part b:

- If his parents hold back half of his allowance each week (e.g., \$5.00), then each week he will have \$5.00 more than the week before. The money for the cassettes will accumulate quickly.
- If he puts the money in the bank, he will not be tempted to spend it since he doesn't have easy access to it, plus he will also earn interest, which will add to the money he can use to buy the cassettes.
- Creating a budget would help him to keep track of his money. He would know exactly how much money he is spending or saving. In his budget, he could limit the amount of money he spends on things so he can save more.
- If he stays away from the mall, he won't be tempted to look at and buy things that he doesn't actually need but may want. He can save a lot of money by not buying everything he wants.

Examples of general explanations for part b:

- Putting money in the bank keeps him from getting it.
- If he sets part of his allowance aside, he won't spend it.
- If he doesn't have money, he can't buy things.

Examples of unacceptable explanations for part b (i.e., too weak to receive credit):

- Because it (e.g., a piggybank, the bank) helps you save money
- Because I've done them and they work
- A restatement of the strategy (e.g., don't go to as many places where he can spend money, because this way he won't go anywhere to spend money)

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

- (a) 1) He could put in the bank
2) have his parents hold his allowance for him
3) Not go to mall to be tempted
- (b) 1) This strategy would be effective because he could accumulate money in the bank where he couldn't get it out and over time he would he would make interest which could help his funds. This way is like the piggybank method.
- 2) This method is the most secure. His parents would tally up his earnings and keep it themselves until he reached his goal. This way even if he wanted it, they would have it at all times.
- 3) This method is somewhat odd, but really does work. If you stay away from the the mall for a while you won't be tempted to look at things you don't need but may want. Once you stop looking at useless items, you won't be inclined to spend.
So in the end you win all around. No matter what he saves. I hope that he gets those cassettes!

Student identifies three strategies for saving money for music cassettes (i.e., put allowance in the bank, have parents hold allowance for him, stay away from the mall).

Student fully explains why the first strategy would be effective (i.e., he couldn't get the money out and it would earn interest).

Student fully explains why the second strategy would be effective (i.e., he couldn't get to his earnings before he had enough for the cassettes even if he wanted to).

Student fully explains why the third strategy would be effective (i.e., without seeing things he doesn't need but may want, he won't be inclined to spend).

Overall, the student demonstrates a broad understanding of the financial management practice of saving money to achieve short- and long-term goals. The student identifies three strategies for saving money for music cassettes and fully explains why each would be effective.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a. One strategy my friend could use to make sure he doesn't spend his money is let his parents keep the money. Every week instead of getting money he could write on paper how much he is supposed to get and cash it in when he has enough for the tapes. His mom will not except the 'money' till it is enough for the tapes. When he has all the money he and his mom will go to the store and his mom will pay for them. Another strategy is he could put his money in a piggy bank with a lock only his mom knows the combination to. Only when he has enough money for the tapes will his mom open it up. One last strategy is he can have 2 jars one labeled spending money and the other Long Term. Every week he can put half his money in the jar he can spend when ever and the other half in the jar he is saving for the tapes.

b. Strategy one and two will work because my friend can't get to the money to spend on anything else. Strategy three will work because he still has money to buy stuff but is also saving up for the tapes.

Student identifies three strategies for saving money for music cassettes (i.e., let his parents keep the money until there is enough to buy the cassettes, put his money in a locked piggy bank, put half his money in a jar for spending and half in a jar for saving).

Student generally explains why each of the strategies would be effective.

Overall, the student demonstrates a general understanding of the financial management practice of saving money to achieve short- and long-term goals. While the question asks students to simply *identify* three strategies for saving money, this student *describes* three strategies in detail. Unfortunately, the student provides only a general explanation for why each strategy would be effective, which is why the response earned a score of "3" and not "4."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A. 1) Put in the bank. So only his parents can get it out.
2) Tell his parents not to pay him until has enough money to buy the cassetts.
3) Let his friend hold his money for him.
- B. If you put it in the bank there is no way you can get it out without your parents.
- If your parents dont pay you until you have enough you wont have any money to spend.
- If you let your friend hold it you can buy the cassetts.

Student identifies three strategies for saving money for music cassettes (i.e., put allowance in the bank, have parents withhold allowance until he has enough money for the cassettes, have a friend hold his money for him).

Student generally explains why the first strategy would be effective (i.e., can't get the money without parents' help).

Student generally explains why the second strategy would be effective (i.e., won't spend the money).

Student attempts to explain why the third strategy would be effective, but the explanation is too vague to receive credit. It does not address why the strategy would help a person save money.

Overall, the student demonstrates a limited understanding of the financial management practice of saving money to achieve short- and long-term goals. The student identifies three strategies for saving money for music cassettes and generally explains why two of the strategies would be effective. If these explanations had been developed more fully, this response could have earned a score of "3."

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a give the money to his parents and tell them when he gets enough to buy the cassetts to give it back.

he wouldnt be tempted to spend the money

Student identifies one strategy for saving money for music cassettes.

Student generally explains why the strategy would be effective.

Overall, the student demonstrates minimal understanding of the financial management practice of saving money for achieving short- and long-term goals. The student identifies one strategy for saving money for music cassettes and generally explains why the strategy would be effective.

Instructional Strategies

The open-response question *Saving Money for Music Cassettes* was designed to assess students' understanding of effective financial management practices for saving money. The instructional strategies below present ideas for helping students explore and master related concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or a class to complete (with teacher guidance and support) any or all of the following activities:

- Review the following types of financial information about a “make-believe” family: monthly income, monthly fixed and predicted expenses (e.g., \$550 for rent, \$300 for groceries), and a savings goal (e.g., \$250 for a television). Use the financial information to create a 3-month, 6-month, or annual budget for the family. The budget(s) created should include a savings program that will allow the family to meet its savings goal. Explain different ways the family might be able to adjust their income and/or expenses to meet their savings goal more quickly. (Note: Students may find it helpful to use a computer spreadsheet program when completing this activity. The following website provides spreadsheets students can use to create budgets: <http://www.consumercredit.com/budget-sheet.htm>.)
- Brainstorm different strategies for saving money. Talk about why each strategy could be effective and why some strategies might be more effective than others. Record the most effective saving strategies on a poster and then hang the poster in the classroom. When completing this activity, students should make sure to discuss the advantages of savings accounts at banks, including the benefit of earning interest. Students can access an on-line savings calculator (e.g., <http://www.moonjar.com/calculator.aspx>; <http://www.consumercredit.com/calculators.htm>) to see how different interest rates can generate different future values over time. For example, they can use an on-line savings calculator to see how \$100 will grow over 2 years, 5 years, 10 years, and/or 20 years, given different interest rates.

- At the beginning of the school year, each student can create a piggy bank with three different sections (e.g., three small boxes held together by a rubber band). Students should label the first section of their piggy bank SPEND, the second section SAVE, and the third section SHARE. Each section of the piggybank is to be used for a different financial activity. The SPEND section is for storing money that will be used to meet short-term financial goals such as buying an ice cream cone or going to the movies. The SAVE section is for storing money that will be used to meet long-term financial goals such as buying a new dress or saving money for college. The SHARE section is for storing money that will be used to meet charitable financial goals such as donating money to a cancer research fund. After creating his or her three-section piggy bank, each student can identify some personal short-term, long-term, and charitable financial goals. Students can take their piggy banks home and discuss their financial goals with their families. They can start saving money for their financial goals by depositing money in the appropriate sections of their piggy bank. Over the course of the school year, students can track (in a passbook) the deposits in and withdrawals from each section of their piggy bank. Passbook entries should include the following types of information: date of deposit or withdrawal, specific amount of deposit or withdrawal, specific reason for withdrawal. Hold a special “shareholder” meeting each month, during which students discuss their progress in meeting their short-term, long-term, and charitable financial goals. (Note: See www.moonjars.com for further ideas.)
- Create a classroom company in which students are the employees. As employees, students are able to earn a salary of 10 to 20 points each week. Students’ weekly salaries may vary depending on their attendance and level of participation in class. Students may earn bonus points for desired behaviors (e.g., earning an excellent grade on a test or assignment, completing an extra-credit project, keeping a neat desk, tutoring another student). Stock a company store with stickers, pens/pencils, notebooks, and/or other school-related items that are of interest to students. During “store hours” (i.e., a set time each week or every other week), students can use their points to purchase desired items from the store. They must track (in a passbook) the points they earn and spend. Passbook entries should include the following types of information: date, number of points earned or spent, how the points were earned or spent. When implementing this activity, “teacher bucks” (made out of colored paper) can be used instead of points if desired. Also special features may be added to the activity as desired to support topics or concepts being covered in class. For example, certain store items can be put on sale occasionally and/or students can be given opportunities to invest points and earn interest.

Helping Casey Choose a Sport

Your friend has asked you for advice in choosing sports or physical activities that provide both physical and social benefits.

- a. Choose **three** appropriate sports or activities that provide both physical **and** social benefits.
- b. Fully explain one specific physical benefit and one specific social benefit of **each** sport or activity that you named in **part a**. Make sure your explanation includes information about how each benefit is obtained.

Academic Expectation: 2.35 “Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.”

Core Content Code: 2.2.1 “Physical, emotional/mental, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.”

Helping Casey Choose a Sport

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 19-21 points.
3	Student earns 14-18 points.
2	Student earns 9-13 points.
1	Student earns 1-8 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a: (total of 3 points possible)

score 1 point each appropriate sport/activity chosen

Part b: (total of 18 points possible)

score 3 points each specific benefit that is fully explained

AND/OR

score 2 points each specific benefit not explained **or** each non-specific benefit fully explained

AND/OR

score 1 point each non-specific benefit not explained

Note: Student may receive credit for no more than 1 physical and 1 social benefit per sport/activity.

Answer Information

Examples of specific physical benefits:

- Improves arm, leg, or other specific muscle strength
- Improves cardiovascular system (endurance)
- Improves flexibility
- Improves eye-hand coordination

Examples of non-specific physical benefits:

- Makes you stronger
- Gets you in shape
- Full body workout

Not acceptable as physical benefits:

- Provides opportunity to exercise
- You run a lot

Examples of full explanations for physical benefits (says something about how benefits are obtained):

- Because you have to run up and down the court a lot, sometimes very quickly
- Because you have to stretch to reach the swimming pool wall

Examples of specific social benefits:

- Can make new friends, can meet new people, meet people who have similar interests to yours, see/socialize with people
- Learn to cooperate in a team, learn to communicate in a team
- Learn to perform in front of a crowd, become popular after winning in front of a crowd

Examples of non-specific social benefits:

- Learn teamwork
- Get recognition when you win

Not acceptable as a social benefit:

- You become more independent

Examples of full explanations for social benefits (says something about how benefits are obtained):

- Because you are a member of a league/team, there are several people you can meet and get to know.
- Because you are in a new place (traveling to a meet, spending time at a gym, etc.), there are new people to meet.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a) Three appropriate sports or activities that provide both physical and social benefits are basketball, soccer, and Karate.
b) One social and physical benefit of basketball is that you are on a team, which you have to co-operate with in order to win so there is a lot of communication between a team giving one a social benefit. Physically, one runs up and down the basketball court in practice and in games to stay in shape and be able to run fast enough, if you need to. By doing all this running most people lose weight and their heart becomes healthier. One social and physical benefit of soccer is that you are also on a team, so communication is essential in order to win games because of all the passing that goes on. That would be a social benefit.

Student chooses three appropriate activities. (3 points)

Student identifies specific social benefits related to playing basketball (i.e., can practice communicating and cooperating in a team), but does not fully explain how either of these benefits could be obtained from basketball. (2 points)

Student fully explains specific physical benefits related to playing basketball (i.e., can lose weight and make your heart healthier from running up and down the court). (3 points)

Student fully explains a specific social benefit related to playing soccer (i.e., communication skills due to all the passing required). (3 points)

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Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

Physically, one has to run up and down the field for a long time building up endurance and giving your body good exercise. That would be a physical benefit. In Karate a social benefit would be having to talk and watch other people in order to obtain the right positioning and movements. One needs to ask questions fairly often to make sure they are practicing the move(s) correctly, so asking questions and being a good listener is important in Karate, and a social benefit. Physically in Karate people gain the benefits of flexibility because of all the stretching they do before they start to practice and strength and balance by learning how to strike powerfully while having to move in different positions that increase one's sense of balance. Those are three appropriate sports or activities that provide both physical and social benefits and an explanation.

Student fully explains a specific physical benefit related to playing soccer (i.e., can build up endurance by running up and down the field for a long time). (3 points)

Student fully explains specific social benefits related to karate (i.e., can learn to ask questions and be a good listener because you must talk to people and use these skills to make sure you practice karate positions/moves correctly). (3 points)

Student fully explains specific physical benefits related to karate (i.e., flexibility from stretching before practice, balance by learning how to strike powerfully while moving in different positions). (3 points)

Total points: 20

Overall, the student demonstrates a broad understanding of the physical and social benefits associated with participation in sports/physical activities. The student chooses three appropriate sports/activities and is able to identify specific physical and social benefits associated with each activity. The student fully explains how all but one of the benefits could be gained from participation in the sports/activities.

Note: The student sometimes provides more than one physical and/or more than one social benefit for an activity. However, based on the wording of the question and the scoring guide, the student may earn points for only one physical and one social benefit per activity.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- (A) 1. soccer
2. gymnastics
3. swimming

Soccer - A physical benefit is that while playing you are doing a lot of running. Running is good for your legs + your heart. It tones your muscles. A social benefit is that you have a chance to be around people your age who like to do the same thing as you.

Gymnastics - This is a great sport because it gives you a chance to work almost every part of your body because there are so many different kinds of events you could do.

Gymnastics - gives you a great chance to meet New girl friends that could help you with your own talent.

Student chooses three appropriate activities. (3 points)

Student fully explains a specific physical benefit related to playing soccer (i.e., helps tone leg muscles because of the running involved). (3 points)

Student identifies a specific social benefit related to playing soccer (i.e., provides a chance to be around people the same age who like the same activity), but does not fully explain how the benefit could be obtained from soccer. (2 points)

Student fully explains a non-specific physical benefit related to gymnastics (i.e., can work out most of your body because there are different kinds of events to do). (2 points)

Student identifies a specific social benefit related to gymnastics (i.e., provides a chance to meet new friends who can help you with your talent), but does not fully explain how the benefit could be obtained from gymnastics. (2 points)

Continued on the next page. ➞

Annotated 3-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Swimming - Swimming really makes your legs and your arms very strong. Because you have to kick and use your legs to get your body through the water. This also gives you a chance to meet New people.

Student fully explains a specific physical benefit related to swimming (i.e., makes your legs strong because you have to kick them to move your body through the water). (3 points)

Student identifies a specific social benefit related to swimming (i.e., provides a chance to meet new people), but does not explain how the benefit could be obtained from swimming. (2 points)

Total points: 17

Overall, the student demonstrates a general understanding of the physical and social benefits associated with participation in sports/physical activities. The student chooses three appropriate sports/activities and is able to identify physical and social benefits associated with each sport/activity, including five specific and one non-specific benefits. The student fully explains how three of the benefits (two specific and one non-specific) could be gained from participation in the sports/activities.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

My friend has asked for help or advice on choosing a sport or an activity. She wants the sport or activity to provide both physical and social benefits.
(A.) Three appropriate sports that provide both physical and social benefits is cheerleading, gymnastics, and swimming.
(B.) One specific social benefit and physical benefit of all three of my choices are cheerleading you can do warm-ups, flips, and you could also socialize with some people you know at cheerleading or if you don't know no body you can make new friends. Also you can socialize with your coach.

Student restates the question. This does not count toward the student's score.

Student chooses three appropriate activities. (3 points)

Student identifies things a person might do when cheerleading (i.e., warm-ups, flips) rather than identifying and/or explaining a physical benefit related to cheerleading. (0 points)

Student identifies specific social benefits related to cheerleading (i.e., can socialize with people you know, can make new friends, can socialize with your coach), but does not explain how any of these benefits could be obtained from cheerleading. (2 points)

Note: The inclusion of "socializing with your coach" as a benefit indicated to scorers that the student understood the importance of learning to interact effectively with adults as well as peers.

Continued on the next page. ➞

Annotated 2-Point Student Response (Continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Gymnastics is physical and social because you can about do the same thing. You can do exercises, warm-ups, flips Learn how to do new things. You can socialize with your coach and the people that are also in your class of gymnastics. Swimming is another physical and social activity. You can exercise before you start swimming so your muscles won't be so tense. But you can relax. Then you can build of your arm, leg muscles and get better on your swimming lessons. Also you can make new friends and socialize with some of your own friends.

Student identifies things a person might do in gymnastics (i.e., exercise, warm-ups, flips) rather than identifying and/or explaining a physical benefit. (0 points)

Student identifies a specific social benefit related to gymnastics (i.e., can socialize with your coach and others in class), but does not explain how the benefit could be obtained from gymnastics. (2 points)

Student identifies specific physical benefits related to swimming (i.e., can build arm and leg muscles), but does not explain how either could be obtained from swimming. Student also attempts to explain a non-specific physical benefit of swimming (i.e., can relax muscles before swimming by exercising), but this is unclear. (2 points)

Student identifies specific social benefits related to swimming (i.e., can make new friends, socialize with existing friends), but does not explain how either could be obtained from swimming. (2 points)

Total points: 11

Overall, the student demonstrates a limited understanding of the physical and social benefits associated with participation in sports/physical activities. The student chooses three appropriate sports/activities and is able to identify social benefits for all three sports/activities but physical benefits for only one. The student does not fully explain how any of the benefits could be gained from participation in the sports/activities.

Note: The student sometimes provides more than one physical and/or more than one social benefit for an activity. However, based on the wording of the question and the scoring guide, the student may earn points for only one physical and one social benefit per activity.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response	
(a) basketball soccer football	Student chooses three appropriate activities. (3 points)
(b) For basketball It is for people that is really tall and likes basketball for soccer It is for people who can kick really well and put the ball in the goal. For football, It makes you a lot stronger. And builds your body up and makes you have muscles	Student vaguely describes the sort of people who might participate in basketball and soccer. This does not directly address the question and neither helps nor hurts the student's score. (0 points)
	Student identifies non-specific physical benefits related to playing football (i.e., makes you stronger, builds up your body, makes you have muscles), but does not explain how any of these related benefits could be obtained through football. (1 point)

Total points: 4

Overall, the student demonstrates minimal understanding of the physical and social benefits associated with participation in sports/physical activities. The student identifies three appropriate sports/activities and is able to identify, but not explain, non-specific physical benefits for one of the activities. No social benefits are identified or explained for any of the sports/activities.

Note: The student provides more than one physical benefit for football. However, based on the wording of the question and the scoring guide, the student is able to earn points for only one physical and one social benefit per activity.

Instructional Strategies

The open-response question *Helping Casey Choose a Sport* was designed to assess students' (1) understanding of benefits resulting from regular physical activity and (2) ability to connect specific sports or activities to specific benefits. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or to complete (with teacher guidance and support) any or all of the following activities:

- Find illustrations and photographs from different sources that exemplify the different health benefits of playing sports. Arrange the pictures on a collage according to the type of benefit (i.e., physical, social, mental/emotional).
- As a class, brainstorm a list of questions that can be used to interview people (e.g., athletes) about the physical, social, and mental/emotional benefits they gain from regular participation in sports or other physical activities. Individual students can then identify and interview (using the list of questions brainstormed by the class) several people they know who participate regularly in a sport or other physical activity. Students can use the information they gather during their interviews to prepare a written or oral report about the physical, social, and mental/emotional benefits of regular participation in sports and other physical activities.
- As a class, brainstorm physical, social, and mental/emotional problems that can be prevented or alleviated through regular participation in sports or other physical activities (e.g., obesity, osteoporosis, heart disease, back pain, loneliness, stress, depression). Individual students can then select one problem from the list and design an exercise or activity program that would help prevent or alleviate the problem. Each student should include with his or her exercise or activity program an explanation for why the program will help prevent or alleviate the selected problem.
- Research common sports (e.g., football, basketball, soccer, tennis, swimming) to find out how each sport is played and what health benefits (physical, social, and mental/emotional) typically result from playing each sport. Summarize the information gathered in a T-chart, table, or written report. Complete the same activity for several sports or activities that are less

common (e.g., badminton, bowling, lacrosse, archery).

- As a class, brainstorm a list of sports and activities that can have physical, social, and mental/emotional benefits. Individual students or groups of students can each select a different sport or activity from the list. Each student or group of students can create one or more posters that list and explain a variety of physical, social, and mental/emotional benefits associated with the sport or activity selected. Each student's or group's poster(s) should provide specific information about how the chosen sport or activity leads to the various benefits included on the poster(s). Individual students or groups of student can present their poster(s) to the class.
- Learn the story of a sports hero who is facing a difficult challenge that might make him/her consider giving up his/her sport. For example, during his battle with cancer, Lance Armstrong might have considered giving up bicycle racing. As a class, analyze the sports hero's situation in relation to the model of sports commitment (Scanlan, Carpenter, Schmidt, et al., 1993) presented in the September 2000 issue of the President's Council on Physical Fitness and Sports Research Digest (see www.fitness.gov/digest900.pdf). According to this model, sports commitment (or the desire/resolve to continue participation in an activity) is influenced by the following five factors: (1) sports enjoyment (degree to which the activity is liked/enjoyed), (2) involvement alternatives (attractiveness of other activities that could compete with continued participation in the activity), (3) personal investments (time, effort, energy, and other resources that would be lost if participation in the activity was discontinued), (4) social constraints (perceived pressure from significant adults and peers to remain in the activity), and (5) involvement opportunities (anticipated benefits afforded from continued participation in the activity such as friendships, positive interactions with adults, skill mastery, and enhanced physical conditioning or appearance) (President's Council on Physical Fitness and Sports, 2000). Discuss which of these factors might influence the sports hero's decision to continue or give up his or her sport and in what ways.

Questions to Ask During a Job Interview

Hensley has applied for a new job. He will be having his first interview with the potential employer next week. During the interview, Hensley wants to ask questions that will help him learn about different aspects of the job and the work environment. He plans to use the information he gathers to help him decide whether the job is a good one for him.

- a. List **three** questions that Hensley could ask during the job interview to learn about **different** aspects of the job and the work environment. (Note: Hensley has already decided not to ask questions about salary and vacation policies.)
- b. Fully explain how **each** question will provide information to help Hensley decide whether the job is a good one for him. Be specific.

Academic Expectation: 2.38 “Students demonstrate skills such as interviewing, writing resumés, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.”

Core Content Code: 4.5.2 “The following communication skills are important when seeking a job/career:

- business letter writing
- nonverbal communication skills (e.g., body language, facial expressions, posture, dress)
- verbal skills
- interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer).”

Questions to Ask During a Job Interview

Scoring Guide

SCORE	DESCRIPTION
4	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and clearly explains how each question will help Hensley decide whether the job is a good one for him.
3	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and generally explains how each question will help Hensley decide if the job is a good one for him. OR Student lists two or three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and clearly explains how two questions will help Hensley decide whether the job is a good one for him.
2	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment, with limited or no explanation. OR Student lists two or three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment and generally explains how two questions will help Hensley decide if the job is a good one for him. OR Student lists one, two, or three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment and clearly explains how one question will help Hensley decide if the job is a good one for him.
1	Student demonstrates minimal understanding (e.g., student lists two questions Hensley could ask to learn about the job/work environment with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Poor questions:

- Do we get (lunch) breaks?
- If I'm late, what will happen?
- Is the work fun?

Examples of questions Hensley could ask to learn about the job/work environment (with explanations):

Question	Clear explanations	General explanations
Will I receive insurance or retirement benefits?	<ul style="list-style-type: none"> • To know if he'll be fully covered • To know if he'll have to pay for insurance or medical bills himself • So he can compare the benefits with other jobs 	<ul style="list-style-type: none"> • In case he gets hurt on the job • In case he has a family
What hours/days will I be working?	<ul style="list-style-type: none"> • To know if the hours will fit with his schedule • To make sure he won't be unhappy in this job 	<ul style="list-style-type: none"> • To know whether he can get up that early • To know his schedule • To know the hours he'll be working
Who will I be working for/with?	<ul style="list-style-type: none"> • To get a sense of what the job will be like • To see if the job is appropriate for him (he may prefer to work alone) 	<ul style="list-style-type: none"> • To make sure the people will be nice/not boring
What will the work environment be like?	<ul style="list-style-type: none"> • To make sure that the job will not be too uncomfortable or unsafe 	<ul style="list-style-type: none"> • To know what the environment will be like
What tasks will I be doing?	<ul style="list-style-type: none"> • To see if the tasks match his interests/likes/abilities • To see if the work will be too difficult 	<ul style="list-style-type: none"> • To find out what he'll be doing • To know how much work he'll have to do • To get prepared
What education is required for this job?	<ul style="list-style-type: none"> • To make sure it is a job he can do • To see if he has to get training at work 	<ul style="list-style-type: none"> • To see if he will need to go back to school before he is eligible for this job
What does a typical day look like in this job?	<ul style="list-style-type: none"> • To see if the work will be too much/difficult • To see whether his skills are well-matched to the job requirements 	<ul style="list-style-type: none"> • To see what he would be doing
Would I need to wear a specific uniform or is there a special dress code I would need to follow?	<ul style="list-style-type: none"> • To find out whether it will be necessary to purchase/borrow any clothing 	<ul style="list-style-type: none"> • To find out what is appropriate to wear to work
Are there possibilities for advancement (promotion) in this job/company?	<ul style="list-style-type: none"> • To see whether the job is compatible with his career plans 	<ul style="list-style-type: none"> • To see if he could get other jobs

Annotated 4-Point Student Response

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Student Response

A.

Hensley could ask the following questions at the interview to help him find out more about the job:

- 1) What would the work hours be?
- 2) How old are the other employees?
- 3) How long have the other employees worked with this company?

B.

Question number one could help Hensley decide whether or not he should take the job because if the work hours interfere with the other parts of his life he shouldn't take the job.

The second question will let Hensley know if he can make many friends on the job that are his own age.

The last question will let Hensley know if other employees like the job and have stuck with it or if they are new and their predecessors didn't like the job and left.

Student lists three questions Hensley could ask during the interview to learn about different aspects of the job or work environment.

Student clearly explains how each question could provide information to help Hensley decide if the job is a good one for him.

Overall, the student shows a broad understanding of interview skills needed when seeking a job. The student lists three questions about different aspects of the job or work environment and clearly explains how each question could provide information to help Hensley decide whether the job is a good one for him.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) One question that Hensley could ask about the job is what the health hazards. Another question that he could ask would be what is the retirement policie. Last question is how many people have been hurt working here.

(B) By asking what the health hazards he can find out if there is a high chance that he could get hurt. If ther is a high chance then he won't want to take the job, but if there isn't a high chance he might want the job.

Student lists three questions Hensley could ask during the job interview. Two of these questions (i.e., the first and third questions) are about virtually the same topic (i.e., workplace safety). Because the test question asks for interview questions that will help Hensley learn about *different* aspects of the job or work environment, the student receives credit for only the first two questions. The third question and the explanation the student provides for that question (in part b) are not ignored. Instead, they are viewed as support for the first question.

Student clearly explains how the first question (i.e., the question related to health hazards) could provide information to help Hensley decide whether the job is a good one for him.

Continued on the next page. ➞

Annotated 3-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

By asking what the retirement policie is he can find out if there is a good amont of money coming after he retires of if theres not. If ther is alot of money coming then he might want to take the job if there isn't alot of money then he might not want to take the job.

By asking how many people have been hurt working there he can find out if he might have a higher chance of getting hurt. If alot of people have been hurt there then he won't want the job because it raise his cances of getting hurt. If there have not been alot of people hurt then he might want the job, because it lowers his chances of getting hurt.

Student clearly explains how the second question (i.e., the question related to the retirement policy) could provide information to help Hensley decide whether the job is a good one for him.

Student clearly explains how the third question (i.e., the question related to the number of people hurt on the job) could provide information to help Hensley decide whether the job is a good one for him. As explained above, this explanation is viewed as additional support for the first question.

Overall, the student demonstrates a general understanding of interview skills needed when seeking a job. The student lists three questions Hensley could ask during the interview, only two of which would provide information about *different* aspects of the job or work environment. The student clearly explains how the two different questions could provide information to help Hensley decide whether the job is a good one for him.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. Is the job have much to do with outside, or is it inside, and how many people already work there.
- b. The qustion about the outside could help him because he might like working outside. Or the same on inside, and the one about how many people work there he might not like working with alot of people.

Student lists two questions Hensley could ask during the interview to learn about different aspects of the job or work environment.

Student generally explains how each of the questions could provide information to help Hensley decide whether the job is a good one for him.

Overall, the student demonstrates a limited understanding of interview skills needed when seeking a job. The student lists two questions Hensley could ask to learn about different aspects of the job or work environment and generally explains how each question could provide information to help Hensley decide whether the job is a good one for him.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response	
(A) Questions: What type of opportunities will be open to me after I have worked here a number of years? What is the salary, and when will I be entitled to a raise? When shall I get paid and how much?	Student lists one question Hensley could ask during the interview to learn about the job or work environment.
(B) They will find out his potential earning and when he could get more money.	Student attempts to list additional questions Hensley could ask during the job interview, however, these questions relate to salary. Because the question specifically states that Hensley has decided not to ask about salary, the student receives no credit for these questions.
	The only explanation provided relates to salary. The student receives no credit for this explanation.
	Overall, the student demonstrates minimal understanding of interview skills needed when seeking a job. The student lists one acceptable question (not related to salary) that Hensley could ask to learn about the job or work environment, but does not explain how this particular question could provide information to help Hensley decide whether the job is a good one for him. The student receives no credit for questions or explanation related to salary.

Instructional Strategies

The open-response item *Questions to Ask During a Job Interview* was designed to assess students' (1) understanding of interview skills and (2) ability to develop interview questions that will help them determine the appropriateness of jobs for themselves. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite individuals who are responsible for interviewing and hiring new employees (e.g., a manager of a local store, a human resources director at a local company) to visit the classroom as guest speakers. Have these speakers discuss the topics listed below.

- Questions they (as employers) typically ask job applicants during interviews and how they evaluate job applicants' responses to these questions
- Questions they (as employers) have been asked by job applicants during interviews and what makes some of these questions good and some bad
- Things that job applicants do during interviews that make a good impression
- Things that job applicants do during interviews that make a bad impression

If time allows, have the guest speakers role-play job interviews with one or more students.

Provide opportunities for students to work individually, in pairs, in small groups, and/or to complete (with teacher guidance and support) any or all of the following activities:

- During a career day or career fair at school, ask two or three different employers (across several career clusters) the following questions: What are three key questions a job applicant should ask during a job interview at your company or in your field of work? Why do you think it is important for job applicants to ask these questions? Discuss findings as a whole class or in small groups and then make a poster that lists and explains important questions to ask during job interviews.
- Review and discuss job interview “dos and don’ts” (i.e., things job applicants should do during interviews to make a good impression on potential employers and things job applicants should NOT do during interviews to avoid making a bad impression). Create a job interview handbook that lists and explains each job interview “do” and “don’t.”

- Generate a list of common questions asked by employers during job interviews or locate an existing list of such questions. (NOTE: Many career resources include lists of common interview questions. Some even include sample answers to these questions.) Develop answers to the interview questions and then compare the answers to those of other students and/or sample answers provided in various career resources. Evaluate various answers to each interview question and discuss what makes some answers stronger than others.
- Role-play job interviews in teams consisting of one job applicant and at least one employer. After each interview, switch roles until all students have had the opportunity to play both an employer and a job applicant.
- Each student finds a job posting (e.g., on the Internet, in a newspaper or trade journal) that he or she is interested in and for which he or she is relatively qualified. Then each student completes the tasks below.
 - Identify personal strengths (e.g., relevant knowledge, skills, and experience) in relation to the job described in the posting.
 - Identify potential weaknesses in relation to the job and think about how these weaknesses could be presented positively to the potential employer (e.g., while my word processing skills are somewhat limited, I have always demonstrated an excellent ability to learn new skills very quickly).
 - Write a letter of application for the job, highlighting the knowledge, skills, and experience that make him or her qualified for the job. Present the letter of application to at least one other student for review and feedback.
 - Make a list of questions that he or she could ask during an interview for the job to determine whether the job would be a good one for himself/herself.

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